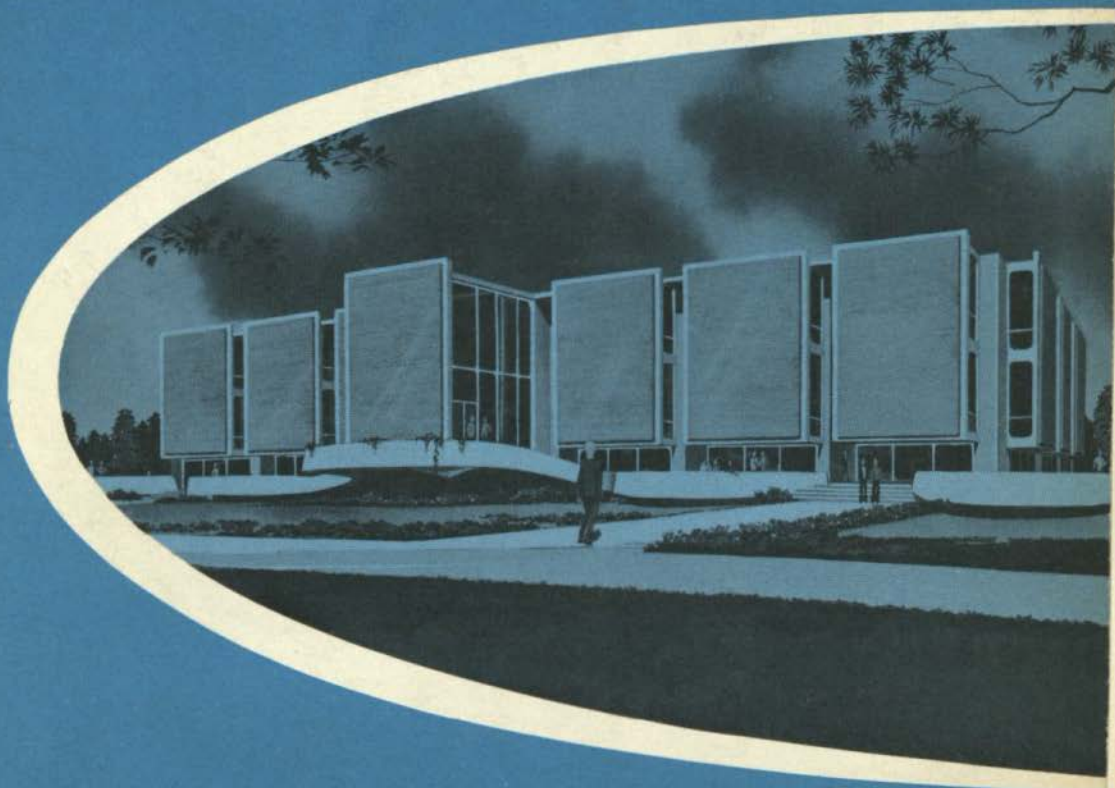


# REGIS COLLEGE



**DENVER, COLORADO**

FOUNDED IN 1877

**BULLETIN FOR 1967-68**

# **REGIS COLLEGE**

DENVER, COLORADO

*A College of Liberal Arts and Sciences  
conducted by the Society of Jesus*

**BULLETIN for 1967-68**

*Ad Majorem Dei Gloriam*



*R*EGIS COLLEGE cordially invites you to visit the campus. Many cultural, athletic, and religious functions are held which the public is welcome to attend. Appointments for personal interviews should be made in advance and confirmed. The college offices are open from 8:00 A.M. to 4:30 P.M. on weekdays.

The college is located at West 50th Avenue and Lowell Blvd.; the address is 3539 West 50th Avenue, Denver, Colorado 80221. The college telephone number is Area Code 303, 433-6565.

*Specific inquiries should be addressed to the following:*

DEAN OF ACADEMIC AFFAIRS

- *General academic policy and programs; faculty.*

DEAN OF STUDENTS

- *General student affairs; housing; discipline; placement; scheduling of events.*

DIRECTOR OF ADMISSIONS

- *Admission of students; catalogue and bulletin requests; scholarships; grants in aid.*

DIRECTOR OF BUSINESS AND FINANCE

- *Business affairs; federal loans; financial aid.*

REGISTRAR

- *Transcripts of credits; schedules; selective service; veterans affairs.*

ALUMNI OFFICE

- *Alumni affairs.*

DIRECTOR OF EVENING SESSION

- *Evening classes.*

DIRECTOR OF SUMMER SESSION

- *Summer classes.*

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# College Calendar

1967
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## First Semester 1967-68

August 28, Monday	Freshmen arrive Faculty and parents convocation, p.m. President's reception, p.m.
Aug. 29-Sept. 1, Tuesday through Friday	Freshman testing and orientation
Aug. 30-31, Wednesday and Thursday	Freshman registration
August 31, Thursday	Arrival of upperclassmen
Sept. 1, Friday	Registration upperclassmen
Sept. 4, Monday	Labor Day, holiday
Sept. 5, Tuesday	Classes begin, 8:00 a.m.
Sept. 7, Thursday	Last day for late registration and course changes
Sept. 20, Wednesday	Mass of the Holy Spirit
Oct. 16-20, Monday through Friday	Midsemester examinations
Nov. 6-10, Monday through Friday	Senior comprehensive examinations
Nov. 23-24, Thursday and Friday	Thanksgiving vacation
Nov. 27, Monday	Classes resume, 9:00 a.m.
Nov. 28-Dec. 7	Early registration for second semester
Dec. 16-21, Saturday through Thursday	Semester examinations
Dec. 22-Jan. 15	Christmas and semester vacation

## Second Semester 1967-68

Jan. 15, Monday	Registration for second semester
Jan. 17, Wednesday	Classes begin, 8:00 a.m.
Jan. 18, Thursday	Last day for late registration and course changes

March 4-8, Monday through Friday	Midsemester examinations
March 13, Wednesday	Spring Convocation
April 1-5, Monday through Friday	Senior comprehensive examinations
April 10, Wednesday	Easter recess begins
April 22, Monday	Classes resume, 9:00 a.m.
April 22-May 3	Early registration for first semester, 1968-69
May 11-15, Saturday through Wednesday	Semester examinations
May 19, Sunday	Baccalaureate
May 20, Monday	Commencement

### **Summer Session 1968**

June 17, Monday	Registration from 8:00 a.m. to 12:00 noon, Loyola Hall
June 18, Tuesday	Classes begin
June 19, Wednesday	Last day for late registration and course changes
July 4, Thursday	Independence Day, holiday
Aug. 2-3, Friday and Saturday	Examinations
Aug. 3, Saturday	End of seven-week Summer Session

**First Semester 1968-69**

Aug. 26, Monday	Freshmen arrive Faculty and parents convocation, p.m. President's reception, p.m.
Aug. 27-30, Tuesday through Friday	Freshman testing and orientation
Aug. 28-29, Wednesday and Thursday	Freshman registration
Aug. 29, Thursday	Arrival of upperclassmen
Aug. 30, Friday	Registration upperclassmen
Sept. 2, Monday	Labor Day, holiday
Sept. 3, Tuesday	Classes begin, 8:00 a.m.
Sept. 5, Thursday	Last day for late registration and course changes
Sept. 18, Wednesday	Mass of the Holy Spirit
Oct. 14-18, Monday through Friday	Midsemester examinations
Nov. 4-8, Monday through Friday	Senior comprehensive examinations
Nov. 28-29, Thursday and Friday	Thanksgiving vacation
Dec. 2, Monday	Classes resume, 9:00 a.m.
Dec. 3-13	Early registration for second semester
Dec. 14-19, Saturday through Thursday	Semester examinations
Dec. 20-Jan. 13	Christmas and semester vacation

**Second Semester 1968-69**

Jan. 13, Monday	Registration for second semester
Jan. 15, Wednesday	Classes begin, 8:00 a.m.
Jan. 16, Thursday	Last day for late registration and course changes
March 3-8, Monday through Friday	Midsemester examinations

March 17, Monday	Spring Convocation
March 24-28, Monday through Friday	Senior comprehensive examinations
April 2, Wednesday	Easter recess begins after last class
April 14, Monday	Classes resume, 9:00 a.m.
April 21-May 2	Early registration for first semester, 1969-70
May 9-15, Saturday through Wednesday	Semester examinations
May 18, Sunday	Baccalaureate
May 19, Monday	Commencement

### ***Summer Session 1969***

June 16, Monday	Registration from 8:00 a.m. to 12:00 noon, Loyola Hall
June 17, Tuesday	Classes begin
June 18, Wednesday	Last day for late registration and course changes
July 4, Friday	Independence Day, holiday
Aug. 1-2, Friday and Saturday	Examinations
Aug. 2, Saturday	End of seven-week Summer Session

# Government of the College

## BOARD OF TRUSTEES

Very Rev. Richard F. Ryan, S.J., *Chairman*  
Rev. Harry R. Klocker, S.J., *Secretary*  
Rev. James R. Eatough, S.J.  
Rev. Harry E. Hoewischer, S.J.  
Rev. William T. Miller, S.J.

## PRESIDENT'S COUNCIL

William T. Blackburn	Frank B. McGlone, M.D.
Max G. Brooks	Stephen L. R. McNichols
Edward Hirschfeld	John R. Moran
Martin C. Kelly	Robert T. Person
Roger D. Knight	John F. Sweeney
J. Kernan Weckbaugh	

## PRESIDENT

Very Rev. Richard F. Ryan, S.J.

## OFFICERS OF ADMINISTRATION

Harry R. Klocker, S.J.	<i>Acting Dean of the College</i>
Robert F. Houlihan, S.J.	<i>Dean of Students</i>
Eugene A. Donohue	<i>Director of Business and Finance</i>
George J. Reinert	<i>Director of College Relations</i>

## OTHER ADMINISTRATORS

John V. Coyne	<i>Assistant Dean</i>
William B. Hatlestad	<i>Registrar</i>
Rev. Robert L. Murphy, S.J.	<i>Treasurer</i>
Earl Tannenbaum	<i>Librarian</i>
S. Lloyd Bowen	<i>Director of the Evening Session</i>
Kenneth C. Seidenstricker	<i>Director of the Summer Session</i>
James C. Haberer	<i>Director of Admissions</i>
Clarence H. Kellogg	<i>Director of Athletics</i>
Michael J. Scherr	<i>Admissions Counselor</i>
Robert E. Onstott	<i>Financial Aid Officer</i>
Rev. Bernard S. Karst, S.J.	<i>Alumni Moderator</i>
Philip E. Gauthier	<i>Director of Public Information</i>
Robert Q. Madonna	<i>Development</i>
Thomas J. Regan	<i>Public Relations</i>



# College Committees

1966-67

## ADMISSIONS AND DEGREES

John V. Coyne, *Chairman*  
William B. Hatlestad

James C. Haberer, *Secretary*  
Robert F. Houlihan, S.J.  
Edward L. Maginnis, S.J.

## ATHLETICS

Robert F. Houlihan, S.J., *Chairman*      Thomas J. Casey, S.J., *Secretary*  
Gerald H. Galligan (Alumnus)      Martin T. Hatcher  
Lucien O. Pichette

## EDUCATIONAL POLICIES

Harry R. Klocker, S.J., *Chairman*      Lucien O. Pichette, *Secretary*  
Francis J. Malecek, S.J.      Rudy W. Sporcich  
Francis J. Ozog      Charles D. Weller

## EXECUTIVE

Richard F. Ryan, S.J., *Chairman*      George J. Reinert, *Secretary*  
Eugene A. Donohoue      Robert F. Houlihan, S.J.  
Harry R. Klocker, S.J.

## FACULTY RANK AND TENURE

Francis J. Ozog, *Chairman*      John V. Coyne, *Secretary*  
Robert R. Boyle, S.J.      Rudy W. Sporcich  
Earl Tannenbaum

## GRADUATE STUDIES

Terrence E. Dooher, *Chairman*      Charlotte P. Donsky, *Secretary*  
John M. Hunthausen, S.J.      Kenneth C. Seidenstricker  
Francis J. Malecek, S.J.      Thomas R. Stokes, S.J.  
Donald L. Salmon      Michael R. Turner

## LIBRARY

Earl Tannenbaum, *Chairman*      Veronica E. Casey, *Secretary*  
Charlotte P. Donsky      Robert J. Murphy, S.J.  
Joseph V. Downey, S.J.      Thomas McQ. Rauch, S.J.  
James J. Waters, S.J.

## RESEARCH

William T. Miller, S.J., <i>Chairman</i>	Magnus V. Braunagel, <i>Secretary</i>
George E. Bechtolt	Clyde Currie
Ronald S. Brockway	Harry L. Taylor
	Roger C. Wilbur

## STUDENT ADVISING AND COUNSELING

Harry E. Hoewischer, S.J., <i>Chairman</i>	John V. Coyne, <i>Secretary</i>
John E. Donohue	Donald L. Salmon
William B. Hatlestad	Rudy W. Sporcich

## STUDENT AID AND SCHOLARSHIPS

Louis Gachic, <i>Chairman</i>	James C. Haberer, <i>Secretary</i>
Christian L. Bonnet, S.J.	Robert E. Onstott
Eugene A. Donohue	Kathryn B. Pichette

## STUDENT HEALTH

Harry E. Hoewischer, S.J., <i>Chairman</i>	
Margaret C. Davies, R.N.	Inés D. Henry
	Arthur W. Kaleher

## STUDENT LIFE

Robert F. Houlihan, S.J., <i>Chairman/Secretary</i>	
Christian L. Bonnet, S.J.	Martin T. Hatcher
Charlotte P. Donsky	Clarence H. Kellogg
	Charles D. Weller

## TEACHER EDUCATION

Harry L. Nicholson, <i>Chairman</i>	John E. Donohue, <i>Secretary</i>
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Thomas J. Casey, S.J.	Harold L. Stansell, S.J.
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# Faculty

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A.B., M.A., Saint Louis University; M.A., The Creighton University. Associate Professor of English, 1943-54; Professor of English, 1955-61; Professor of Speech, 1962-.

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A.B., Saint Mary's College; M.A., S.T.L., Saint Louis University; Ph.L., Gregorian University, Rome. Instructor in Philosophy, 1946; Assistant Professor of Philosophy, 1947-50; Associate Professor of Philosophy, 1951-.

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*Assistant Professor of Accounting*

B.S.C., M.B.A., University of Denver; C.P.A. Lecturer in Accounting, 1946-47, 1965; Assistant Professor of Accounting, 1966-.

DONALD L. SALMON, A.B., M.A.

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A.B., Dakota Wesleyan University; M.A., University of Denver; Ph.D., Candidate, University of Denver. Instructor in History and Political Science, 1965-.

KENNETH C. SEIDENSTRICKER, B.S., M.A.

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PAUL C. SHELDON, JR., A.B., M.A.

*Catalog Librarian, Instructor*

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RUDY W. SPORCICH, A.B., M.A., M.A.

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A.B., M.A., Western State College; M.A., Columbia University. Instructor in Accounting, 1957-58; Assistant Professor of Business Administration, 1959-63; Associate Professor of Business Administration, 1964-.

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MOST REV. BERNARD J. SULLIVAN, S.J., A.B., M.A., LL.D., D.D.

*Professor Emeritus of Theology*

A.B., M.A., Saint Louis University; LL.D., Regis College; D.D., former Bishop of Patna, India. Instructor in English, Regis College, 1914-19; Professor of Theology, 1952-60; Professor Emeritus of Theology, 1961-.

EARL TANNENBAUM, A.B., M.A., M.A. in L.Sc.

*Head Librarian, Associate Professor*

A.B., University of Wisconsin; M.A., University of Chicago; M.A., in L.Sc., Indiana University. Head Librarian, 1961; Assistant Professor, 1961-62; Associate Professor, 1963-.

HARRY L. TAYLOR, B.S., M.A.

*Instructor in Biology*

B.S., Northeast Missouri State College; M.A., University of Colorado. Instructor in Biology, 1965-.

JOHN P. TEELING, S.J., A.B., M.A., Ph.L., S.T.L., Ph.D.

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A.B., Ph.L., S.T.L., Saint Louis University; M.A., Marquette University; Ph.D., University of North Carolina. Instructor in English, 1956, 1962-63; Assistant Professor of English, 1964-.

ELMER J. TRAME, S.J., A.B., M.A., Ph.D.

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A.B., M.A., Ph.D., Saint Louis University. Associate Professor of Biology, 1937-49; Professor of Biology, 1950-64; Professor Emeritus of Biology, 1965-.

MICHAEL R. TURNER, B.S., M.S.

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*Instructor in Philosophy*

A.B., Regis College; Ph.L., M.A., Collège de l'Immaculée-Conception. Instructor in Philosophy, 1966-.

CHARLES D. WELLER, A.B., M.S.

*Assistant Professor of Sociology*

A.B., Regis College; M.S., Florida State University. Instructor in Sociology, 1964-65; Assistant Professor of Sociology, 1966-.

ROGER C. WILBUR, B.F.A., M.A.

*Assistant Professor of Drama and Speech*

B.F.A., Illinois Wesleyan University; M.A., Bowling Green State University. Assistant Professor of Speech and Drama, 1965-.

# *Regis College*

## ... ITS ORIGIN AND ITS GROWTH

### *History*

The historical, philosophical, and cultural roots of Regis College reach back to the middle of the sixteenth century to the vision of the founder of the Jesuit Order, Saint Ignatius Loyola. Among the principal functions envisioned for his order, Loyola placed the task of education. Immediately upon its approbation by papal decree, the order began to forge what has since become one of the world's truly impressive records in the field of higher education. Colleges and universities sprang up under Jesuit direction in many countries. Jesuits became noted for achievements in many fields, including the exploration and mapping of the continental United States. Such men as Father Jacques Marquette and Father Isaac Jogues give abundant testimony to the accuracy of historian George Bancroft's statement that, "Not a cape was turned, not a river entered but a Jesuit led the way." In this region Father Peter DeSmet trekked thousands of miles across the plains and high country in his missionary work with the Indians of the area.

While these men charted the wilderness, their comrades were beginning the foundations of what has developed into an extensive educational system in the United States. In 1789 the first Jesuit college was founded in America — Georgetown University in Washington, D.C. Today there are twenty-eight Jesuit colleges and universities in this country.

### *Regis Beginnings*

Regis College traces its origin to the New Mexico Territory and to the tiny village of Las Vegas where, in November of 1877, a group of Jesuits from the Italian Jesuit Province of Naples opened Las Vegas College. The original college building was the residence of Don Francisco Lopez, and classes were held there until the completion of a new college in 1878.

The dream of these early Jesuits of a large and prosperous college did not materialize. Small enrollments plagued its administrators with financial worries and prevented the development of a complete curriculum. But the combined talents of two men — Bishop Joseph Machebeuf of the Diocese of Denver and Father Dominic Pantanella, S.J. — helped to relocate the college. Bishop Machebeuf purchased property of a former hotel in Morrison, twenty miles southwest of Denver, turned it over to Father Pantanella as a site for a new Jesuit college, and in September, 1884, the College of the Sacred Heart was opened there.

It soon became clear that Morrison, remote from Denver and accessible only by poor roads, did not provide the necessary potential for a growing college, and Father Pantanella began to look for a more satisfactory location. Bishop Machebeuf was instrumental in securing a forty-acre plot of



land, north of the city of Denver, the present site of the college. There, in September of 1888, the new Sacred Heart College, combining faculty and students from both Las Vegas and Morrison, was opened. The following year the Colorado legislature empowered the college to grant degrees, and the first graduation exercises were held in June of 1890.

### **The Early Years**

During the first thirty-two years of its existence, the college formed a part of the missionary activities of the Colorado-New Mexico mission under the government of the Naples Province of the Society of Jesus. During those years there were few physical changes, fewer academic changes, but a slow but steady growth in student enrollment. The college survived the financial panic of the early 1890's and the drain on enrollment caused by World War I. In August, 1919, this mission era came to an end when the school was placed under the jurisdiction of the Missouri Province of the Society of Jesus.

### **The Middle Years**

The next decade was a time of gradual growth and notable curriculum expansion. In 1921, the name of the college was changed to Regis College in honor of the Jesuit saint, John Francis Regis, an eighteenth century missionary in the mountains of southern France. The high school and college programs, which had once formed a continuous progression through seven years of study, the classical trivium and quadrivium plan, were reorganized along the four year high school — four year college pattern. The college and high school were separated both academically and administratively. Carroll Hall, erected in 1923, became the first major addition to the college physical plant. It was the first in an elaborate framework of development.

The expansion program necessarily involved the college in what was, for those years, a heavy debt. With the coming of the depression and the impact of World War II, strict financial management was required to keep the institution's doors open, but at the end of the war, Regis was ready to receive the returning servicemen. This began the phenomenal rise in enrollment which has not yet leveled off.

### **The Modern Regis**

The decade of the fifties was one of remarkable growth. The college registered gains in every phase of its operation: student enrollment increased 90%; the number of faculty and staff doubled; four major buildings were completed; the annual budget increased 100%; total assets of the college increased nearly 300%.

The decade of the sixties holds promise of an equal pattern of progress. A general plan and timetable of development has been devised for this period. Already completed are DeSmet Residence Hall, a Library, and a Science Hall. The college administration intends to move with determination through these years of growing enrollment and the ensuing expansion in curriculum, teaching staff, physical plant, and financing.

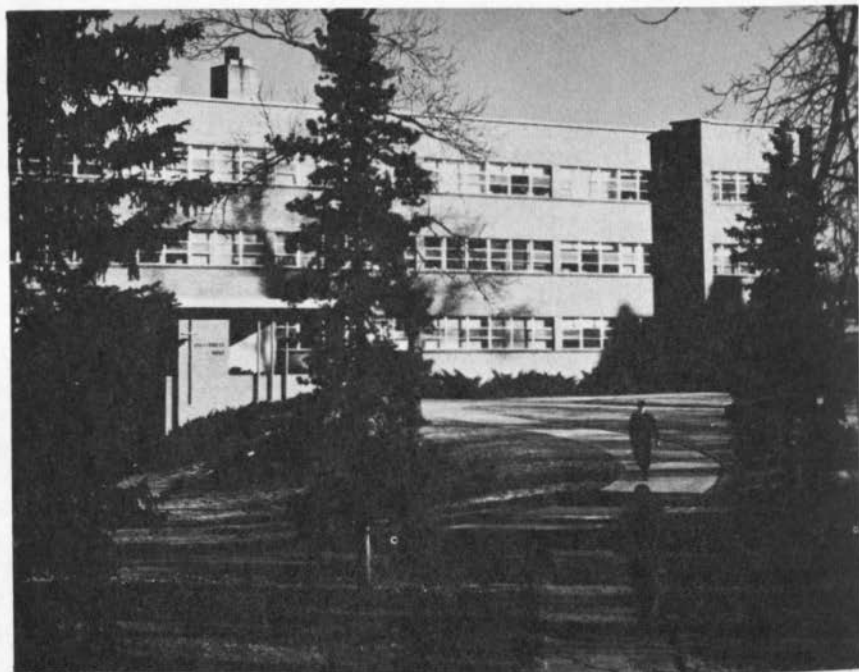
## REGIS ALUMNI ORGANIZATION

The National Regis Club is the official alumni association of Regis College. Membership in the club is automatic for all graduates and former students who have attended Regis College for one or more years.

Over 3,500 graduates and former students of Regis College hold membership in The National Regis Club, and the club maintains chapters in Denver, Wichita, Albuquerque, Kansas City, Milwaukee, St. Louis, Chicago, Washington, D.C., and Pueblo.

The club has the following goals: (1) to encourage alumni to maintain close association with the college and to have an intimate knowledge of its goals and problems; (2) to enlist alumni in constructive endeavor and service to the college; (3) to foster a spirit of fellowship and good will among alumni; (4) to encourage alumni to continue a spirit of intellectual curiosity; (5) to give the college the benefit of alumni opinion, advice, and wisdom on all matters that touch the essential interests of the college.

Therefore the club sponsors corporately, and through its chapters, a varied program of religious, educational, and social activities. Members of the alumni assist in a great variety of service projects on behalf of the college, chief among which is the Annual Alumni Fund. This fund has resulted in contributions exceeding \$250,000 since its inception in 1957.



# *The College Today*

## **Purpose and Scope**

The basic goal of Regis College is leadership in Christian humanistic studies. The mission of the college, therefore, is to provide the type of educational opportunity which will produce leaders trained in this intellectual and moral tradition.

Regis aims to produce graduates whose education will enable them to deal with the highly specialized problems of our society and whose mental scope and perspective will enable them to range outside their specialties to operate on a more encompassing level. To this goal of broad intellectual accomplishment, Regis adds moral maturity so that Regis graduates can exemplify "the true Christian product of Christian education, the supernatural man who thinks, judges, and acts constantly and consistently in accordance with right reason, illuminated by the supernatural light of the example and teaching of Christ." (*Pope Pius XI, Encyclical on the Christian Education of Youth.*)

## **The Curriculum**

The formal academic program of the college is established upon a basic curriculum in humanistic studies. In addition, each student selects, by the close of his sophomore year, a field of concentration around which most of his upper division work will center. He also chooses a supporting area which will strengthen the development of his concentration and aid him in reaching his ultimate educational objective.

The college offers special programs for those who will enter graduate schools or the professional schools of law, medicine, dentistry, or engineering. Similarly, it offers a teacher education program which fulfills the requirements for teacher certification.

## **The Faculty**

The faculty of Regis College is composed of Jesuit priests and lay professors in about equal numbers. Members are drawn from a wide range of graduate schools throughout this country and abroad. The majority are holders of the doctor's degree and have considerable experience in college teaching.

## **Accreditations and Affiliations**

Regis College is accredited by the North Central Association of Colleges and Secondary Schools and holds membership in the Association of American Colleges, Association of University Evening Colleges, American Council on Education, National Catholic Education Association, and the Jesuit Educational Association.

The college is approved by the Colorado State Department of Education for preparing students for State Teachers Certificates on the elementary and secondary level.

These accreditations assure a student of complete professional recognition of the degree he receives from Regis and of its acceptability when applying for admission to graduate schools.

In addition to the above affiliations, the college is represented in numerous professional and academic societies through the individual memberships held by members of the faculty.

### **Location**

Regis is located in Denver, one of the West's largest and most rapidly developing metropolitan centers. The area population is nearing the million mark as the city attracts more business and industry. Denver, the center for much of the financial, industrial, professional, and cultural activity of the region, is served by a network of rail, air, and highway routes which make it easily accessible from any part of the nation.

### **The Campus**

The campus, covering approximately ninety acres, is located in a residential area on the northwest edge of the city. Main Hall, which dates from 1887, stands as the major landmark of the college. It serves as the residence of Jesuit faculty and contains the administrative offices of the college.

### **Chapel, Fieldhouse**

The Student Chapel, opened in 1949, accommodates 400 students. The Regis Fieldhouse, completed in 1960, offers a completely modern plant for the intramural and intercollegiate athletic programs. It includes an indoor swimming pool, used both for recreation and for physical education classes.

### **Residence Halls**

There are three college residence halls: Carroll Hall, which serves as a residence for upper classmen; O'Connell Hall, which was completed in 1957 and houses freshmen and sophomores; and De Smet Hall, which was completed in 1964 and accommodates sophomores and juniors.

### **The Center**

The Center, opened in 1957 and substantially enlarged in 1963, contains the office of the Dean of Students, the student activity offices, and most of the faculty offices. This building also offers dining facilities for 450, a student lounge, snack bar, game rooms, meeting rooms, and private dining facilities.

### **Classrooms**

Loyola Hall contains most of the classrooms, and academic administrative offices. Other classrooms are located in Carroll Hall, the Science Hall and the Fieldhouse.

## **Science Hall**

The three-story Science Hall houses the physics department on the first floor. The well known seismology unit, first of its kind in the Rocky Mountain West, also occupies a portion of this floor. The second floor is devoted to the biology department, and also houses a well appointed lecture hall used jointly by the science departments. The entire third floor contains the chemistry department. Each department has its own laboratories, faculty offices, and private faculty research facilities.

## **Library**

Designed for comfort and utility, the new central library with its three levels has a maximum book capacity of 150,000 volumes and seating for 400 students. Planned as a "learning center," among its features are air conditioning, carpeting, individual study carrels, group study rooms and an independent study hall to which the students will have access even when the library proper is closed. "The learning center" idea incorporates the audio-visual center, language laboratory and educational materials on the ground floor along with an exhibits area and the independent study hall.

The collection of some 50,000 books and periodicals is supplemented by the resources of libraries in the Denver area, such as the Denver Public Library and the other college libraries.

The Regis College Library is also designated as a depository for United States Government documents and, as a member of Bibliographical Center for Research, it can provide access to the resources of the libraries in the Rocky Mountain Region.

## **The Student**

The student body of the college is composed about equally of students who live on campus and those whose homes are in the Denver area. Traditionally, Regis has been a men's college although women are now admitted to evening and summer sessions. Students from all over the United States and from foreign countries attend Regis. Coming from a wide geographical area, the students can be expected to have widely different backgrounds and interests.

## **Freshman Week**

The entering freshman is introduced to Regis College during the week before classes convene. During this period he has the opportunity to meet with an adviser and plan his academic program.

Freshman Week, however, includes much more than the routine of selecting courses. It is the most important week on the freshman academic calendar, and attendance is required of all new freshmen. The program includes entrance and placement testing, orientation to campus life, tours



of the campus and community, review of and orientation to regulations, and study groups.

In addition, there are special lectures designed to furnish new students with some idea of the academic standards they will be expected to attain. Valuable instruction is given also on the budgeting of time and the mechanics of study itself.

### **College Life**

College life naturally centers about the classrooms, library, and laboratories. But despite the demands which academic requirements make on the student, he is able to participate in a wide range of out-of-class activities.

Numerous organizations on campus encourage interest in such areas as literature, philosophy, science, and business, and they provide the student with opportunities for lectures and intelligent discussions in those fields.

Practical experience in reporting and creative writing may be acquired by participation in the various campus publications. Other organizations have athletic, service, or spiritual objectives.

Each group has a faculty moderator to assist members in their varied activities.

The year on campus is enlivened by plays, lectures, athletic events, concerts and other programs. In addition, parties, dances, mountain trips, ski trips, and other activities assure every member of the student body as full a social calendar as he desires.

But the obligations of Regis College extend past the basic requirements for the academic and social well-being of the students. Through such means as counseling and the faculty adviser system, the student is assured of a competent and sympathetic hearing for personal, academic, and spiritual problems.

### **Faculty Advisers**

Prior to mid-term of the first semester of the academic year the student is assigned a faculty adviser who works closely with him at the time of registration and who is available throughout the year to assist him with academic problems which arise.

At the time of his first registration the freshman student is advised by a staff of highly qualified department advisers working under the direction of the Assistant Dean. The office of the Assistant Dean coordinates all advising and counseling programs provided by the college with the exception of the spiritual counseling program. Students are encouraged to consult with this office at any time.

### **Spiritual Life**

Regis strives to provide opportunities for the moral, religious, and spiritual formation of its students through a sequence of courses in

theology to deepen the student's understanding of his faith; through an organized counseling program to provide spiritual direction and to offer assistance in solving personal and vocational problems; and through an integrated liturgical program of chapel services to give added meaning to the religious life of the student.

Daily Masses are offered in the Student Chapel and in the small chapels located in the student residence halls.

### **Retreat**

Each Catholic fulltime student is required to make one Day of Recollection, as arranged or approved by the Dean of Students, during his first academic year. It is the student's personal responsibility to meet this requirement before he attains sophomore standing at Regis College. Failure to meet this requirement will be sanctioned at the discretion of the Dean of Students.

All students of Regis College are urged to make an annual retreat.

### **Student Life Committee**

A student's non-academic progress and welfare comes under the general supervision and direction of the Faculty Committee on Student Life, composed of six appointed faculty members, the Dean of Students and the President of the Executive Board of the Student Senate. This committee is responsible for drawing up policies regarding student organizations and social life, and establishing norms of conduct expected of Regis students.

### **Student Health Service**

The objective of the health service is to provide adequately for the health needs of the full-time student.

Each new student is required to undergo a physical examination before entrance. The physician records the results of the examination on the Regis College Health Form which is then returned to the college. This report is retained in the student dispensary for reference, and any illness or treatment of the student is recorded on it.

All new students are urged to have polio vaccinations, influenza and toxoid immunizations, tuberculin test, and a recent x-ray. A student is entitled to the use of the dispensary, infirmary rooms, and to ordinary medications and care for minor injuries. The college does not provide special prescriptions, extraordinary medications, or diets.

### **Health and Accident Insurance**

The college strongly recommends that the parents or guardian provide the student with some form of health insurance, and therefore, it recommends the student be enrolled under the Blue Cross-Blue Shield Hospitalization Program, if the student and his family desire to make use of it.

Hospitalization, dental care, and personal visits to or by a physician are the responsibility of the student and his parents. Charges for such services are sent directly by the physician, surgeon, or hospital to the parents or guardian.

A student under 21 who wishes to be a blood donor is required to have the written permission of parents or guardian. This permission is filed with the health form in the dispensary.

Every precaution is taken in the college science laboratories to provide for the safety and well being of the students. Adequate instruction regarding the hazards involved is given and, when necessary, special safety equipment is provided. The college assumes no responsibility for accidents.

### ***Guidance and Testing Services***

The college also provides guidance and testing services which are available to the students at any time. The office administers a complete range of tests in the academic, occupational, or personality areas and provides qualified psychologists to interpret test results and to meet with the student to review them.

### ***Physical Education***

The importance of physical development is recognized in educational circles today. The physical education program at Regis College aims to develop physical fitness and to promote athletic skills and interests which may be of use through adult life. Two courses in fundamental physical education are required of all students in the freshman year. This requirement is waived only in the case of students who have completed military service or who are excused by order of a physician.

### ***Intramurals***

An intramural program involves over fifty percent of the student body in a wide range of sports. In addition to the five athletic fields for outdoor sports, the facilities of the Regis Fieldhouse are available. These include three basketball courts, two handball courts, an exercise room, steam room, and swimming pool.

### ***Intercollegiate Athletic Program***

The college also plans and encourages a varied program of intercollegiate athletic participation. Each year competitive schedules in basketball, baseball, soccer, skiing, tennis, golf, cross country, and swimming are fulfilled by Regis teams, capably coached by members of the athletic staff. The program is strengthened by use of the excellent facilities — fieldhouse, baseball field, tennis courts, and track.

# *Special Regulations*

## **Standards of Conduct**

High standards of good character and personal integrity, both on and off campus, are expected of every Regis College student. Extraordinary breaches of discipline render a student subject to severe censure. More serious offenses may result in the incurring of disciplinary suspension or dismissal.

## **College Handbook**

The Regis College Handbook, containing details of the college regulations, is provided each student either during freshman orientation period or at the time of registration.

## **Automobiles**

Students are permitted to bring cars to the college. Every car must be registered with the Dean of Students in order to obtain a Regis College parking sticker. Detailed regulations governing student use of automobiles will be issued at the time of registration. Ample parking facilities for both resident and non-resident students are provided.

## **Dining Room**

Every resident student is entitled to twenty meals per week in the college dining room in The Center. Three meals are served Monday through Saturday and two on Sundays and holidays; the dining room is closed during periods of vacation exceeding four days. All meals are carefully planned by a national food service specializing in the operation of college dining facilities.

Upon payment of the board and room bill in the business office each student receives a card which entitles him to meals. This card is not transferable. Special arrangements are made for those who do not live on campus but who wish to eat in the dining room.

## **Residence Halls**

Detailed regulations governing student life in the residence halls are furnished each student upon his arrival at college. The rules are designed to guarantee each student a comfortable, attractive, clean, and quiet place for study and living. Regular hours are assigned for freshman study on week nights. The regulations also define the time limits that a student may be off campus on weekend nights.

## **On-Campus Residence**

All unmarried, non-metropolitan-Denver students must reside on campus and must take their meals in the college dining room.

## **Personal Appearance**

Every student is expected to appear on campus in decent attire. T-shirts, sweatshirts, blue jeans, and bermuda shorts are not permitted in chapel, classroom, dining room, or library.

# *Cocurricular Activities*

## **Participation**

The college sponsors a full program of cocurricular activities, religious, intellectual, cultural, and social in scope. This program aims to create a stimulating climate in which the student can develop his physical, mental, and moral potential.

A student's first few months in college are among the most important since it is during this period that he will form the attitudes, habits, and living patterns which will guide him through the remainder of his collegiate studies. For this reason first semester freshmen are not permitted to join any student organization requiring an initiation or extensive cocurricular involvement. This allows the freshmen sufficient time to concentrate on their academic work and to develop proper study habits and attitudes.

Eligibility for active membership in any cocurricular organization requires full-time-student status, a C average, and freedom from any disciplinary action.

Student activities and organizations are grouped under three general classifications: semi-academic, spiritual, and service. There are no purely social organizations on campus although many of the clubs and fraternities sponsor social activities throughout the year.

## **SEMI-ACADEMIC ORGANIZATIONS**

### ***Alpha Kappa Psi Fraternity***

Gamma Sigma Chapter of Alpha Kappa Psi Fraternity was established in the Division of Commerce and Finance on April 20, 1954. It is a national professional fraternity with the following objectives: to further the individual welfare of its members; to foster scientific research in the fields of commerce, accounts, and finance; to educate the public to appreciate and demand higher ideals therein; and to promote and advance, in institutions of college rank, courses leading to degrees in business administration.

### ***Alpha Sigma Nu***

A National Jesuit Honor fraternity open to junior and senior students. The membership is based on scholarship, loyalty and service. A specified number of students are nominated by the Dean of the College and

from this number the President of the College chooses those students to be initiated.

### ***The Aquinas Academy***

The Philosophy Department of Regis College sponsors the Aquinas Academy. It provides the students with the opportunity for philosophical research and discussion, especially in the area of modern philosophical problems and trends.

### ***The Biology Club***

The purpose of this organization is to promote interest in the biological sciences. Membership is limited to students who have completed successfully two semesters of biology. Meetings, which are held monthly, include lectures by guest speakers or reviews of current research by members. Discussions follow. The personnel of the Biology Department act as moderators.

### **Forensics**

The Regis Debating and Oratorical Society offers special opportunities for development in the speech arts. In addition to regular practice sessions on campus, intercollegiate debates and speech contests are promoted during the school year. As a member of the Colorado-Wyoming Forensic League, Regis is associated in intercollegiate speech competition with other Colorado colleges and with the University of Wyoming.

### **International Relations Club**

The purpose of this organization is to promote interest in international affairs. Meetings are held bimonthly and usually feature a guest speaker who discusses current world events.

### **The Literary Club**

The Literary Club has bimonthly meetings for the purpose of holding discussions of significant literature.

### **Pi Delta Phi**

The Modern Languages Department sponsors the Gamma Chi Chapter of Pi Delta Phi, Société d'Honneur Nationale Française. It provides the members with the opportunity for discussion of French literary problems and trends. Membership is limited to students who have completed successfully two semesters of advanced French and have an over-all B average.

### **Regis College Glee Club**

The Regis College Glee Club is the one performing musical organization on campus. The group was organized in 1962 in order to further the cultural, recreational and educational values achieved through participation in music during college life. Experience

in vocal music is desirable but not necessary for membership.

### **Regis College Theatre Guild**

The Regis College Theatre Guild is a student organization whose purpose is to promote interest in theatre on the Regis campus. Members participate actively in all phases of theatrical activity in the productions of the Regis College Theatre. The Guild also sponsors lectures, discussions, contests, and special experimental programs during the school year.

### **Rho Chi Sigma Fraternity**

Rho Chi Sigma is composed primarily of students whose field of concentration is chemistry. Many are affiliates of the American Chemical Society. At the monthly meetings, the members or invited guest speakers discuss some phase of chemistry.

### **St. Thomas More Club**

The St. Thomas More Club has the following objectives: to provide information, assistance, and advice to all students who are interested in beginning legal studies; to provide for all students, regardless of vocational objective, a philosophical and historical approach to political and legal realities.

### **Student National Education Association**

The Goldrich Chapter, Student National Education Association, is under the direction of the Regis College Department of Education. Its purpose is to provide the future teacher with cocurricular experiences and opportunities which will enrich his concepts in teacher education. These include seminars, school visits, teaching in various institutions, and attendance at N.E.A. conventions.

## **SERVICE ORGANIZATIONS**

### **Student Government**

The Student Senate of Regis College is composed of all full-time students. Annually the Student Senate elects seven students to membership on the Executive Board. The legislative function of the Student Senate resides in the General Assembly, a body composed of the Executive Board and twenty representatives elected by the Senate.

The General Assembly is fundamentally

the body of student leaders at Regis College. It serves as the representative voice of the student body in the college community. The General Assembly charters, regulates, fosters, and supervises the financing of all student clubs and organizations and their activities.

A full description of the governmental structure of the Student Senate is found in



the Student Handbook, published each fall by the Executive Board.

#### ***The Regis Brown and Gold***

This news and feature newspaper, published during the academic year, serves as an outlet for fiction, poetry, and articles written by members of the student body. In addition it gives coverage to student, college, and administrative affairs.

#### ***The Ranger***

This illustrated yearbook, published in May each year, pictorially records campus activities of all kinds.

#### ***Benchwarmers***

The purpose of this organization is to develop student body spirit and support at college athletic events.

#### ***Denver Club***

The Denver Club's principal aim is to unite the Denver students for stronger support of all college activities. A major service activity is the welcoming of the freshmen when they arrive for the first semester.

#### ***Irish Regis Association***

The I.R.A. is a club for those who are Irish by ancestry or Irish in spirit. This service organization aims to foster the traditions and culture of Ireland.

#### ***Italian Club***

The Italian Club aims to foster the traditions, literature, and culture of Italy. Membership is open to all interested students. The club sponsors and supports numerous campus events.

#### ***R Club***

The R Club is composed of students who have distinguished themselves through successful participation in some branch of intercollegiate athletics and who have been awarded a college letter for their achievement.

#### ***Siger***

Siger, the college ski club, promotes a ski team and sponsors other events to stimulate interest in the sport.

### **SPIRITUAL ORGANIZATIONS**

#### ***St. John Berchman Society***

The purpose of the St. John Berchman Society is to promote and foster intelligent participation in the liturgy of the Catholic Church. The Society provides acolytes for the daily Masses offered in the several chapels on campus and for the other religious activities and exercises of Regis College.

#### ***The Sodality of the Blessed Virgin Mary***

The Sodality is an elite spiritual organization approved by the Holy See. Under the patronage of the Mother of God, the Sodality aims at making its members outstanding Catholics who give themselves wholeheartedly to sanctifying themselves in their own state of life. The sodalists also strenuously endeavor to save and sanctify others and to promote and defend the Church of Jesus Christ.



# Financial Information

As a private, independent college, Regis depends principally for support and development upon fees paid for tuition and other collegiate requirements.

Applicable tuition and fees for 1967-68:

Tuition: \$500.00 per semester for an academic program of 12 to 18 semester hours inclusive. For a student enrolled in more than 18 semester hours, extra hours will be charged at the rate of \$33.00 per hour. For students enrolled in less than 12 hours, the charge will also be \$33.00 per hour.

Fees: per semester, depending on courses in which student is enrolled, are:

Student activity and service fees	\$20.00
Science laboratory fees	20.00
Foreign language laboratory fees	10.00
Accounting laboratory fees	10.00

Education course fees:

Student Assistantship	17.50
Student Teaching	35.00

The charge for room and board is \$475.00 per semester. Generally speaking this provides double occupancy of a room and 20 meals per week during the time the college is in session, *e.g.*, vacation periods exceeding four days are excluded.

Books and supplies average between \$30.00 and \$50.00 per semester, depending on the courses selected, and must be paid for at the time of purchase in the College Bookstore.

*Effective September 1, 1968, the per semester tuition fee will be \$600.00 per semester. For those students carrying above 18 hours or less than 12 hours, the charge will be \$40 per semester hour. The fees schedule will remain unchanged through 1968-69.*

## STUDENT COSTS PER SEMESTER AT REGIS COLLEGE — 1967-68

Tuition	\$ 500.00
Fees (average)	30.00
Books and supplies	35.00
Other personal expenses estimated (travel, recreation, etc.)	70.00
COMMUTING STUDENT	635.00
Room and board	475.00
Other personal expense estimated	125.00
STUDENT RESIDING ON CAMPUS	\$1235.00

These are the basic charges. There are, however, a few additional non-recurring costs which should also be figured into a student's budget. A \$10.00 non-refundable fee is due at the time admission credentials are submitted. There is a fee of \$10.00 for registration on other than a regularly scheduled registration day and a \$5.00 fee for examinations or tests which are taken on a day other than that assigned. A charge of \$1.00 will be made every time a student adds or drops a course after his schedule has been approved and recorded in the Registrar's Office; there is a minimum charge of \$2.00 for this service.

Registration will not be considered to have been completed until all financial obligations are paid. Payments for tuition and campus meals and lodging are to be made in person or by mail before the scheduled registration day. (See Student Financial Aid.)

If a student has an unpaid financial obligation of any nature due either to the college or to funds administered by the college, he will not be allowed to graduate, to be listed among those receiving a degree or special certificate, or to receive a transcript of credits. The only exception to this policy is made in the case of notes or other types of indebtedness maturing after graduation.

### ***Advance Down Payment***

In order that adequate financial plans can be made before the opening of a semester, it is necessary that the college have accurate information regarding enrollment in that semester. Therefore an advance down payment is required of all students, both returning students and new applicants, as positive evidence of intention to attend during that semester.

Every non-resident student intending to enroll in any semester is required to make an advance payment of \$50.00 to reserve academic space. For the student living on campus, a total payment of \$100.00 is required in order to reserve academic and living space. The advance payment is required even though scholarships, grants, or loans are pending. Advance payment is credited toward tuition, room, and board after the student has actually enrolled.

Deadlines for advance down payments and for refunds are June 15, for enrollment in the first semester, and December 15, for enrollment in the second semester.

Should a student withdraw from the college for sound reason, other than disciplinary, refunds will be made for tuition and/or board and room. The procedures for withdrawal, indicated on page 42 must be followed, or refunds will not be granted.

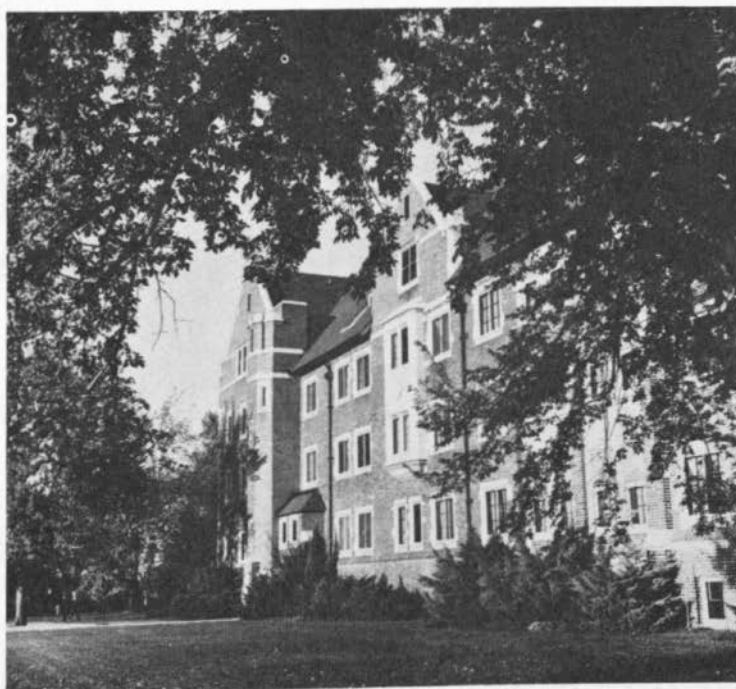
## REFUND SCHEDULE

If a student withdraws by:

<i>1st Semester</i>	<i>2nd Semester</i>	<i>Per Sem. Hr.*</i>	<i>Board &amp; Room</i>
September 9	February 3	\$ 29.00	\$365.00
September 23	February 17	\$ 19.00	\$315.00
October 7	March 2	\$ 13.00	\$280.00
October 21	March 16	\$ 6.00	\$245.00
November 4	March 30		\$145.00

\*Refunds for the complete withdrawal of a full-time student (12-18 sem. hrs.) will be computed at 15 hrs. average. Partial withdrawals within 12-18 hrs. limits, no refund.

If a student drops from any or all classes without executing the *Withdrawal Authorization Form* or moves off campus without proper clearance in writing from the Dean of Students, he will automatically void any refund commitments on the part of the college. Refunds will be made after October 1 for the first semester and after February 15 for the second semester.



## STUDENT FINANCIAL AID

As parents and students are well aware, education is a costly but valuable asset. In order that a student will come to appreciate the financial sacrifices involved in attaining his educational goals, it is advisable for the student, with the help of his parents, to set up a fiscal budget as a guide in defraying the expenses of the student's education. The average annual costs of financing a Regis College education have already been given. The method of meeting these costs is naturally a matter of concern to students and parents. At the beginning of each semester, in September and January, the need arises for meeting the expenses of the semester, approximately \$530.00 being required for tuition and another \$475.00 for room and meals. The resources for meeting these expenses are primarily those of the parents and students. However, there are certain possibilities that merit investigation on the part of both student and parents.

### ***Scholarships and Grants-in-Aid***

A college-sponsored program for scholarships and grants makes available annually a certain number of scholarships and grants to students qualifying for this form of financial help.

Scholarships are awarded on the basis of academic merit both to entering freshmen and students already in attendance. Only those students who maintain a high scholastic average each semester qualify for a scholarship. Grants-in-aid are awarded on the basis of a satisfactory scholastic average and evidence of the need of financial aid. All scholarships and grants must be renewed each year.

Regis College maintains a fund from which most of the scholarships and grants are financed. There are also a small number of partially endowed scholarships and loan funds such as the Katherine Gibbons Memorial, the O'Rourke Memorial, the Father Pantanella Memorial, and the George Tipton Family Loan Fund.

Applications for scholarship or grants are made by submitting the Parents' Confidential Statement through the College Scholarship Service, Box 592, Princeton, N. J., 08540; or Box 1025, Berkeley, Calif. 94701. These forms can be obtained from your high school counselor or the College Scholarship Service. Applications must be received by March 1 to become operative for the following year.

### ***National Defense Student Loan Program***

Under the National Defense Education Act of 1958, Regis College is enabled to extend loans to students who meet qualifications specified in the Act as follows:

1. The student must be enrolled in an eight semester hour or more program.
2. The student must be, in the judgment of the institution, capable of maintaining good standing in his chosen courses of study.
3. The student must be in need of the amount of his loan to pursue his course of study. Need is determined on the basis of the Parents' Confidential Statement submitted through the College Scholarship Service.

A student may borrow in one year a sum not exceeding \$1,000 and during his undergraduate education a sum not exceeding \$5,000. The borrower must sign a note for his loan, evidencing his obligation and agreeing to interest and repayment terms established by the college. The law itself establishes certain basic conditions covering student loans, including a requirement that repayment of the loan begin nine months after the borrower ceases to be a half-time student and be completed within ten years thereafter. Interest at the rate of 3 per cent per annum commences with the beginning of the repayment period. The borrower's obligation to repay his loan is to be cancelled in the event of his death or permanent and total disability.

### ***Higher Education Act 1965***

The Higher Education Act of 1965 makes available certain financial aid to needy students. In general the principal aids are the National Defense Student Loan Program, Work Study Program, Educational Opportunity Grants.

### ***Work Study Program***

As a part of the Economic Opportunity Act this program provides jobs for eligible students. To qualify the applicant must come from a family whose total income does not exceed the amount as defined by the Federal Government. The Parents' Confidential Statement is required of all applicants.

Application forms for, and information regarding, government financial assistance may be obtained from the Director of Admissions. The deadline for submitting applications for the following academic year is June 1. Any excess funds available after this first allocation may be applied for by November 1 for the second semester of the current academic year. Successful applicants will be notified of their allotment by June 15 and December 15, or fifteen days after the college receives notification from the government that its allotment is available should this notification be received after June 15.

Applications for financial assistance, scholarships, grants, National Defense Student Loans, and part-time employment are considered only after formal acceptance has been granted by the Admissions Committee.

### **Loans**

Loans are generally available from banks and agencies in the student's home town. These loans are of various types. They may be under the Federal Guaranteed Loan Program, under which qualified borrowers may repay after graduation at a low interest rate of 3 percent. Other loans may be available based on the credit of the borrower. Students and parents are urged to discuss with a bank or high school counselor loan possibilities at an early date.

Commercial lending agencies also specialize in loans for college educations. The Business Office at the college has information and application blanks for such loans. A program of this type includes insurance on the life of the parent, the life of the student, or both, and trust administration to insure the student's education in the event of the death of the parent. The monthly payments required by these plans depend upon the size of the loan and the length of the repayment period.

Based on the annual costs at Regis College, monthly payments covering tuition and fees will be approximately \$90.00. If additional coverage for room and board is desired, monthly payments will be approximately \$175.00.

### **Student Employment**

There are opportunities for part-time work either on the campus or in the city of Denver. While the college discourages such employment during the freshman year, it recognizes that some students will require additional income sources during the year. To assist these students as well as seniors seeking employment after graduation, the college maintains a placement office on the campus. This office maintains a file of current full and part-time job opportunities in the area. The services of this office are available to all Regis College students without charge.



## SPECIAL PRIZES AND AWARDS

There are a number of awards, some with cash stipends, made during the year to students who achieve special distinction in various academic areas.

### ***Intercollegiate English Prize***

A purse of \$100.00 is offered yearly by Mr. D. F. Bremmer of Chicago for excellence in English essay writing. The purse is open to competition among the students of the Jesuit Colleges in the Midwest.

### ***Intercollegiate Latin Prize***

A cash prize is given each year by the Very Reverend Fathers Provincial of the Midwest Provinces of the Society of Jesus to the winner of a Latin contest for students in the colleges of the Midwest Provinces.

### ***The Campion Physics Award***

The late John F. Campion of Denver founded this award for the best essay in physics.

### ***The Fr. Joseph A. Ryan Award for Excellence in Commerce and Finance***

Individual awards to seniors in the Departments of Accounting, Business Administration and Economics will be made to recognize excellence in each of these areas of concentration.

### ***The Class of 1929 Biology Award***

The members of the graduating class of 1929 founded this award for the outstanding student in biology.

### ***The Archbishop Vehr Award***

His Excellency, Most Rev. Urban J. Vehr, D.D., Archbishop of Denver, donates this

award for the best essay on the promotion of Catholic thought and action in America.

### ***The A. W. Forstall Award***

Friends of the late Father A. W. Forstall, S.J., established this award in analytical chemistry to memorialize the work done by him in chemistry and science.

### ***Wall Street Journal Award***

Awarded annually to a senior in business administration for outstanding performance on the comprehensive examinations.

### ***Colorado Society of Certified Public Accountants Award***

The highest ranking senior concentrating in accounting receives this award.

### ***The Alpha Kappa Psi Scholarship***

Annually the male senior student of the Division of Commerce and Finance who possesses the highest scholastic average for three years of work at Regis receives this scholarship.

### ***Administrative Management Society Award***

The Denver Chapter of the Administrative Management Society offers a scholarship trust each year to a junior or senior student in the Division of Commerce and Finance who has an acceptable academic record and grade average, and demonstrates an interest in and has satisfactory qualifications for one or more phases of office management.



# *Admission to the College*

## **General Principles**

The college uses two general principles in evaluating any applicant for admission — documentary evidence of achievement and evaluation of the individual's potential for success in college.

The Committee on Admissions and Degrees passes upon all applications for acceptance into Regis College. This committee is interested in selecting only those students who show promise of profiting by the type of education which is traditional to the college.

The qualifications of every applicant are evaluated both from his academic record and the judgment of the high school officials. The high school academic record is used to determine whether the applicant has completed satisfactorily the required entrance units; his choice of subjects and his cocurricular activities will also be considered. The written recommendation of the high school principal or counselor, particularly in regard to motivation and maturity, is required in order that the committee may have some evidence of the judgment of high school officials regarding the college qualifications of the applicant. Test scores are required as independent sources of information on high school achievement and college aptitudes.

## **Academic Requirements**

An applicant to Regis College must have been graduated from, or be in his last year at an approved secondary school and must satisfy the minimum requirement of fifteen academic units. The level of achievement in these courses will determine the action taken by the Admissions Committee.

## **Entrance Examinations**

Prospective applicants are required to submit the results of American College Test (ACT) or the College Entrance Examination Board Test (SAT) before action is taken by the Admission Committee.

Since the academic guidance program at Regis is geared exclusively to the ACT, a student will be required to take this test after his arrival at the college if he has not completed it earlier. This test, comprised of social studies, English, mathematics, and natural sciences should present no special difficulties if the applicant has prepared himself conscientiously during his high school years.

### ***Application Procedure***

A high school senior who is seriously considering enrollment at Regis College is urged to submit his application no later than the end of the first semester of his senior year in high school. (High school graduates who submit late applications run the risk of admission refusal because the available places have been taken by earlier applicants.)

The first step in applying for admittance to the freshman class is to write a letter to the Director of Admissions. Application forms and a list of the required documents will then be sent to the applicant for completion.

Once all the required documents are received by the Office of Admissions, the application is reviewed and evaluated by the Committee on Admissions, and the applicant is notified in writing of the decision of the committee.

### ***Advanced Standing***

Applicants who have done college level work elsewhere are admitted to advanced standing upon submitting proper credentials. These credentials include: the application form, properly completed; transcripts of academic credit earned in each institution previously attended; documentary evidence from the last institution attended that the applicant withdrew in good standing; and a written recommendation to Regis College from an authorized official of that institution.

All applications for admission to advanced standing should be addressed to the Director of Admissions. When all documents have been received, the applicant will be advised of the evaluation of his academic record, the amount of transfer credit allowed, and his admission to the college. Two months should be allowed to accomplish this.

### ***Advanced Placement***

A superior high school student, upon admission, may be granted advanced placement in a given subject, with or without credit. When a freshman is granted advanced placement in a freshman course, he is entitled to be excused from that course, and that fact is recorded on his permanent record. The basis for granting advanced placement is a thorough examination in the entire subject matter of the course to be waived. The examination may be one prepared by the chairman of the department concerned or it may be one of the College Entrance Examination Board's advanced placement examinations.

### ***Veterans***

The college is approved by the Colorado Commission on Veterans' Education and Training for Educational Assistance, Public Law 358 and under

the Vocational Rehabilitation Act for veterans with service-connected disability. It is also an approved institution under Public Law 634 (War Orphans' Educational Assistance Act of 1956). Veterans obtain their certificates of eligibility from the Regional Office of the Veterans Administration before entrance into the college.

### ***General Educational Development Tests***

An applicant for admission who has never received a high school diploma may be admitted to the college if he gives proof of a sufficiently high grade in the General Educational Development Tests, high school level. This can be handled in two ways: the applicant may obtain a high school diploma issued by his high school on the basis of the G.E.D. tests or he may secure a Colorado High School Equivalency Certificate issued by the Colorado Department of Education, also on the basis of the grades made in the tests.

### ***Admission of Special or Unclassified Students***

Applicants for admission who are not candidates for a degree and who desire only one or two courses for credit, either in the summer session or in the regular session, may enroll as special students without completing all the application procedure if they furnish evidence that they are qualified to enter these particular courses.



# *Academic Regulations*

## **Introductory Statement**

Students are held individually responsible for information contained in these pages. Failure to read and understand these regulations does not excuse a student from responsibility. In addition, any announcement concerning academic regulations made on the official bulletin board is binding upon all students concerned.

## **The College Year**

The college year is made up of thirty-three weeks which are divided into two semesters. The first semester ends in late December and is followed by the Christmas and semester vacation; second semester begins in January. Legal holidays are observed. (See College Calendar p. 4).

## **Registration Procedure**

Registration for each semester is held on the days indicated in the college calendar. A financial clearance card must first be obtained from the Business Office. Directions for registration are posted by the Registrar; these are intended to guide the student in following the various procedures, from the initial consultation with the adviser to the completion of registration.

## **Concurrent Registration**

Students will be allowed credits, units and grades for courses taken at certain other institutions concurrent with their registration at Regis with the prior written approval of the respective department chairman and the Academic Dean. Such work will be included in the major average of work taken at Regis College. Courses taken without this approval or completed with less than a C (2.0) will not be counted toward the degree. Normally permission for concurrent registration will not be granted for a course which is offered at Regis College.

Students desiring to enroll for Summer Session courses at another institution must obtain prior permission from their respective department chairman and the Academic Dean in order for the college to recognize such credits.

## **Changes in Registration**

Students are allowed the first three class days after the regular registration period of each semester to make any necessary changes in their academic

programs. Course additions may not be made after the date assigned for the end of late registration. A fee is charged for all course changes. (See Financial Information.) No changes are made during the regular registration period.

Students are responsible for all courses listed on their master schedule card.

All changes in schedule must be made on the official *Change of Schedule Form* which is obtained in the Office of the Registrar. Any course to be added or dropped from the original program must be listed or deleted from the master schedule card. All changes require the written approval of the respective department chairman. Credit will not be given for any course which does not appear on the master schedule card. Likewise, any listed course which the student fails to attend and which is not removed with a change of schedule form will result in an F grade for the course.

### **Withdrawal from a Course**

Students may withdraw from a course prior to the midsemester examination period when they submit to the Registrar's Office a *Permit to Withdraw* form approved by the instructor. The student will receive a grade of WP if he is doing passing work at the time of withdrawal; if the student's work is below passing, he will receive the grade of WF.

Any student withdrawing from a course after the midsemester examination period, even with authorization, except in the case of serious emergency, will receive the grade of F in the course.

### **Withdrawal from the College**

Every student who withdraws from the college before the completion of the semester is required to have the authorization of each of his instructors as well as the Assistant Dean, the Dean of Students, the Librarian, the Director of the Residence Hall, and the Business Office. A student withdrawing from the college with proper authorization will receive the grade of WP or WF in each course according to his level of class work at the time.

A student withdrawing from the college without giving proper notification of his intention to withdraw, or without proper authorization to withdraw, receives the grade of F in all courses in which he was enrolled.

### **Unit of Credit**

A semester hour is the unit of credit used by the college in computing the amount of work. A semester hour is defined as one meeting (lecture, recitation, or class exercise), one hour in length per week for one semester. Three hours of laboratory work are equivalent to one recitation hour.

### **Change in Credit Value**

When the credit in a course is lowered below that indicated in the bulletin, a capital *A* follows the course number in the printed schedules and on student records. When the credit is increased above that indicated in the bulletin, a capital *X* follows the course number on the same records.

### **Academic Load**

The average class load is 15-18 hours. If, in the judgment of the Dean or the student's adviser, the student would benefit by a reduced load, the student will be restricted to such a course load. A student who has a high academic average for each semester of his attendance may obtain permission from the Academic Dean to carry more than 18 semester hours in a given semester. Permission must be granted for each semester an overload is desired.

### **Auditing a Course**

Any student wishing to gain some knowledge of the content of a course without being responsible for assignments and tests may attend the course as an auditor with permission of the instructor. Auditors receive no credit for the course but are charged the regular tuition fee.

Special students or non-classified students who wish to audit a course may enroll in the course with the consent of the Dean of the College and the course instructor. Such students must give evidence that they are qualified to follow the course with profit to themselves and that their presence will not lower the educational level of the course.

### **The Grading System**

The grading system and the grade point assignment at Regis College are as follows:

- A — outstanding scholarship and an unusual degree of intellectual initiative; 4.0 grade points per semester hour.
- B — definitely superior work done in a sustained and intelligent manner; 3.0 grade points per semester hour.
- C — a grade indicating satisfactory performance; 2.0 grade points per semester hour.
- D — work of the lowest passing quality; the student has shown the bare minimum of performance and mastery of content and must be judged to be a poor risk for more advanced study in the subject; 1.0 grade point per semester hour.
- F — a failure. If the subject is required, the course must be repeated; no credit hours, 0.0 grade points.
- FA — failure due to excessive absence.



WP — withdrawal passing, without prejudice to academic standing.

WF — withdrawal while failing.

INC — denotes an examination or required assignment which has been postponed by the instructor for a serious reason. An incomplete which is not removed by the end of the semester immediately following the semester in which it was earned will be converted automatically into a grade of F. It is the student's responsibility to make arrangements with the instructor for removing an incomplete.

A grade of C or above indicates that the student is in good academic standing. A grade of D indicates an academic deficiency, although the course units will be counted toward graduation hours. The overall average of scheduled work must be at least a C (2.0) at the time of graduation. Likewise, a C (2.0) must be attained in all courses to be accepted in the field of concentration or the supporting area or areas.

The scholastic standing of a student is computed by dividing the total number of grade points by the total number of credit hours attempted.

### **Grade Reports**

Grades are reported at the midsemester and at the close of the semester. The midsemester grades indicate the standing of the student at the time the grades were issued; with the exception of WF, WP, and FA, which are final grades, they are not entered on the student's permanent record. These grades are given to the student by his respective instructors. Only unsatisfactory (D, WF, FA, or F) midsemester grades are sent to parents. Grades issued at the end of the semester are official grades and are entered on the student's permanent record. One copy of the semester grades is mailed to the parents; one copy is available to the student in the Office of the Registrar.

### **Change of Grades**

Grades, once submitted to the Registrar's Office, will not be changed except in case of clerical error. An instructor seeking a change of grade must present a written petition to the Academic Dean. The requested change will become effective only after the petition has been approved by the Dean and filed with the Registrar. In no case will a change be made after thirty days following the next scheduled registration.

### **Transcripts of Credit**

Transcripts of credit should be ordered at least three days in advance. The first copy is issued without charge. A charge of one dollar is made for each additional official transcript requested by the student or someone



authorized by him. The request must be made in writing and the charge is payable at the time the request is made. Transcripts are not prepared during the periods of registration, examinations, or commencement.

### **Meaning of Good Academic Standing**

A student at Regis College must maintain a 2.0 (C) or better cumulative average to be in good academic standing. The cumulative average of each student is reviewed at the end of every academic year. A student who is not in good academic standing receives a letter of warning. If his grade average is not satisfactory after two letters of warning have been issued, the student is subject to academic suspension or dismissal.

### **Dean's Honor Roll**

Twice a year, at the end of each semester, the Dean's Honor Roll is published. A student who has maintained a B or 3.0 average during the semester, is enrolled in at least 12 hours in that semester, and has no grades of F in the semester, is eligible to have his name placed on the Honor Roll.

### **Academic Penalties**

The two academic penalties in use at Regis College are academic suspension and academic dismissal. The sanction of academic suspension is imposed upon a student whose poor academic progress indicates that he should be delayed for a period of time, not less than one year, from continuing to attempt further college work.

A student who receives the sanction of academic dismissal is one judged to have demonstrated conclusively his incapacity for college level work, and he is encouraged to readjust his plans for the future to eliminate additional collegiate education.

### **Classification of Students**

- Freshman — satisfaction of entrance requirements.
- Sophomore — completion of at least 24 semester hours and attainment of the required grade point average.
- Junior — completion of 60 semester hours and attainment of the required grade point average.
- Senior — completion of 92 semester hours and attainment of the required grade point average.

### **Special Students**

A *special student* is not a degree candidate. Either he is not enrolled for the minimum of 12 credit hours or he does not meet admission requirements of Regis College.

### ***Class Attendance***

A student is expected to make every effort to attend all class meetings. When the number of unjustifiable absences in a course exceeds the number stipulated by the respective department, the instructor immediately informs the student of the fact and sends a report to the Dean's Office. The student will be excluded from the class and his grade will be reported as FA. Any student appealing to the Dean to reconsider the instructor's decision to exclude him from class is required to do so without delay in order to avoid further absences pending the outcome of his appeal.

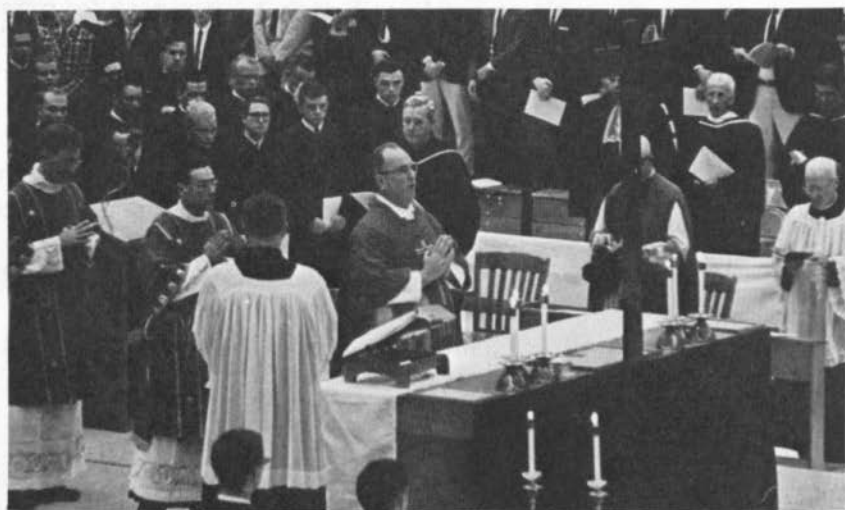
Absence from a regularly scheduled class immediately preceding or immediately following a vacation period is considered a double absence.

### ***Attendance at Final Examinations***

Final examinations are given at the end of each semester. A student who misses a final examination or who has other incomplete work for which there is not a justifiable excuse is given the grade of *F* in the course. A student who, for a valid reason, is unable to take a final examination is required to make up the examination within the period of two weeks from the date on which the examination was scheduled by the Registrar's Office.

### ***Chapel and Convocation Attendance***

All fulltime members of the student body are required to attend all academic convocations. Daily Masses, while not required, are offered in the Student Chapel, and there are two student Masses on Sunday and Holy Days.



# Degree Programs

## Degree Programs

The college offers four basic degrees — the Classical Bachelor of Arts, the Bachelor of Arts, the Bachelor of Science, and the Bachelor of Science in Chemistry.

1. **CLASSICAL BACHELOR OF ARTS.** In the Jesuit system of education, 12 hours of college Latin (excluding Latin 1a and 1b) plus 12 hours of Greek or a modern language are required to qualify for the Classical Bachelor of Arts. The degree is offered with concentrations in English, history, philosophy, or sociology.

2. **BACHELOR OF ARTS.** The A.B. degree is offered in the following fields of concentration: English, history, philosophy, sociology. The A.B. curriculum is structured so as to provide a balanced cultural education.

3. **BACHELOR OF SCIENCE.** This degree is offered in the fields of biology, chemistry, mathematics, and also in accounting, business administration, and economics.

In the natural science curriculum, the degree has for its objective a thorough training in the scientific method as a basis for sound scientific and mathematical thinking, carefully balanced by a cultural training in the humanities.

In the commerce and finance curriculum, the degree has for its objective a balanced training in the principles and practices of the business function in human endeavors. The business courses are paralleled by cultural studies in philosophy, theology, history, psychology, and ethics. The curriculum may be described as a cultural business program.

Students whose field of concentration is accounting can fulfill the academic requirements for Certified Public Accountants Examinations in the State of Colorado.

4. **BACHELOR OF SCIENCE IN CHEMISTRY.** This is a professional degree which offers a concentration in chemistry. The objective of this curriculum is to enable the student to prepare himself for more advanced work in chemistry, either in a graduate school or in industry. The program embodies all the courses recommended by the American Chemical Society.

## ACADEMIC CONCENTRATIONS

### Area of Concentration

To provide organization, intensive work, and comprehensive grasp of one field of knowledge, at the close of the sophomore year each student must elect a field of concentration around which most of his upper division

work will center. The concentration consists of eighteen upper division hours in one subject area. Concentrations may be chosen from the following academic areas:

<i>Area</i>	<i>Degree</i>	<i>Bulletin Page</i>
Accounting .....	B.S. ....	71
Biology .....	B.S. ....	86
Business Administration .....	B.S. ....	73
Chemistry .....	B.S. ....	88
Economics .....	B.S. ....	75
English .....	A.B. ....	79
History .....	A.B. ....	98
Mathematics .....	B.S. ....	90
Philosophy .....	A.B. ....	106
Physics .....	B.S. ....	92
Sociology .....	A.B. ....	104

### **Supporting Area**

The supporting area consists of twelve upper division hours selected in consultation with the concentration adviser. This area should lend support to the development of the field of concentration and the ultimate objective of the student. The area may be developed in *one* or *more subject areas*. The concentration areas listed above may be used as supporting areas and in addition the following academic areas are available:

<i>Area</i>	<i>Bulletin Page</i>
Education .....	95
French .....	81
German .....	82
Latin .....	79
Physical Education .....	97
Political Science .....	101
Psychology .....	103
Spanish .....	82
Speech .....	83
Theology .....	107

### ***Interdivisional Concentration***

Some students may wish to select an interdivisional concentration to satisfy pre-professional requirements or special interests. Selection of this concentration should be made only after consultation with a faculty adviser. The interdivisional concentration is composed of a minimum and maximum of four subject areas. Philosophy may be used as one of the areas. The concentration must include a minimum of forty-two upper division hours, all grades to be C or better. The maximum hours to be included in one subject area is fifteen, and the minimum is six. With this concentration, the senior student may elect to take his comprehensive examinations in any subject area in which he has accumulated twelve or more upper division hours. All areas listed above as concentration or supporting areas may be used to make up the interdivisional concentration.

### **PRE-PROFESSIONAL EDUCATION**

Included among the programs available to students seeking a bachelor's degree are the following: the three-two engineering program; pre-professional programs for law, dentistry, medicine, and engineering; and the teacher training program.

#### ***Engineering***

Regis College, through cooperation with other institutions, makes available to its students several five year programs leading to both a liberal arts degree and an engineering degree.

**THREE-TWO ENGINEERING.** Under this program, the student spends three years following prescribed courses at Regis, then transfers to St. Louis University or to Marquette University where he receives his formal training in engineering. At the end of the fifth collegiate year he receives the Bachelor of Science degree from Regis and the engineering degree either from St. Louis or Marquette.

#### ***Dentistry, Law, Medicine***

Most professional schools now require a bachelor's degree for admission, for they are placing increased emphasis on a broad, liberal education as a background for members of the professions of dentistry, law, and medicine. See pages 59-62 for additional presentation of these pre-professional courses.

#### ***Teacher Education***

The objective of the education courses is to provide preparation for students who plan to teach in secondary or elementary schools. The courses are designed to give prospective teachers principles of education

based upon Christian philosophy. Special attention is given to training in effective methods of teaching, laboratory experience in nearby schools, and to the requirements of university and accrediting agencies.

## **EVENING SESSION DEGREES AND CERTIFICATES**

### ***Evening Session Only***

**ASSOCIATE DEGREES.** In the Evening Session of Regis College, there are also offered Associate Degrees in business administration, accounting, and general education. These degrees are awarded to students who complete 72 semester hours in the program outlined for each degree in the Bulletin of the Evening Session. Associate Degrees in general education are available in the following fields: education, English, history, psychology, and sociology. No transfer credits are accepted for Associate Degrees.

**CERTIFICATES.** Certificates are awarded in the Evening Session after the completion of an established two-year program representing 36 hours of college work. Certificates are offered in the fields of business and general education. All hours must be taken at Regis.

## **HONORS PROGRAM**

The college curriculum makes special provision for those specially gifted and industrious students who can profit from a program of guided and independent study. This system of tutorials for independent study under the guidance of selected faculty members may be arranged only in joint consultation with the Dean and the department chairman concerned.

## **RESERVE OFFICERS TRAINING CORPS**

Regis College, in cooperation with the University of Colorado, offers a two-year ROTC program leading to a commission as a Second Lieutenant in the United States Air Force upon graduation. Classes, taken during the junior and senior years, are held on the University campus twice a week.

Cadets enrolled in this program will receive a \$40.00 per month allotment and may, if they meet the physical requirements, take flight training during the senior year. Uniforms and required texts are provided by the Air Force.

Each graduate is bound to at least a four-year obligation with the Air Force. He may, if he chooses and his service has been satisfactory, make the Air Force his career. Regular commissions are also available to some cadets upon graduation.

Credits earned through participation in the ROTC programs will not apply to the minimum graduation requirements nor will they constitute a course overload. (Eighteen credit hours per semester). Special fees, payable to the University of Colorado, will be charged the participant.



# General Degree Requirements

## The Liberal Arts Core

Every candidate for a degree is required to complete all the basic courses which form the core of the liberal arts program of the college. These courses are completed, for the most part, in the freshman and sophomore years. The basic courses are outlined as follows:

	Hours
English .....	12 hours
Natural Science or Mathematics .....	6-8 hours
History .....	6 hours
Physical Education .....	2 non-credit basic courses
Speech .....	2 hours
Philosophy .....	15 hours
Theology required for Catholic students .....	9 hours
Modern Languages .....	12 hours
Sociology for A.B. degree .....	6 hours (or 6 of political science)
for Commerce and Finance .	3 hours (or 3 of political science)
Latin for Classical A.B. degree...	12 hours (exclusive of 1a, 1b)

## General Regulations

In addition to the completion of the academic requirements in basic subjects, there is also required of each degree candidate:

1. The completion of at least 128 semester hours of academic work in which the candidate has earned at least twice the number of grade points. A candidate for graduation may not graduate unless he shall have had a cumulative grade point average of 2.0 or better at the beginning of the semester in which he wishes to graduate.
2. The completion of at least 30 semester hours in residence at Regis College. No transfer student will be admitted with senior standing unless he is willing to take his *final* 30 hours at the college.
3. Basic competence in the use and command of the English language. He should be able to express himself with the clarity, precision,



and force which come only from a disciplined command of words, usage, and grammar.

4. A field of concentration consisting of 18 hours of upper division work in one subject area. This is intended to provide organization, intensive work, and a comprehensive understanding of some one field of knowledge.

5. A supporting area or areas consisting of 12 upper division hours selected in consultation with the concentration adviser. This area should lend support to the development of the field of concentration and aid the student in reaching his ultimate educational objective. *No course in which the candidate received less than a C grade is acceptable credit in the concentration or supporting area.*

6. A student interested in establishing an interdivisional concentration, rather than a departmental concentration with supporting areas, can do so with the consent and cooperation of his academic adviser. The interdivisional concentration is composed of a minimum and maximum of four subject areas. These may include philosophy. The concentration must include a minimum of forty-two upper division hours. The maximum hours to be included in one subject area is fifteen, and the minimum is six. No course in which the candidate received less than a C grade may be included.

7. The successful passing of an oral and a written comprehensive examination in the field of concentration. The scope of the material to be covered in these examinations, including departmental reading lists, is assigned by the department chairman. Dates, place, and time of examination are posted well in advance.

8. Every candidate for a degree must file a formal APPLICATION FOR GRADUATION with the Office of the Registrar one semester prior to the semester in which he expects to graduate. Failure to submit this application at the time designated may delay the student's graduation. A senior student must have at least a 2.0 grade point average before he is eligible to make application for graduation.

### **Additional Requirements**

Every candidate for a degree is required to attend Commencement Exercises unless previous permission for absence is obtained from the Dean. All financial obligations due the college or funds administered by the college must be settled before a degree will be conferred on any candidate.

### **Changes in Requirements**

The requirements listed above are subject to change, and there is no contract to permit a student to complete any given printed curriculum or program of studies. In general, students are expected to meet the re-

quirements stated in the Bulletin for the year in which they complete their studies for a degree or certificate. However, exceptions may be made by the Dean's Office in the case of those students who have already completed that part of the program which has been changed. Requests for exceptions because of curriculum changes should be made in writing to the Assistant Dean of the college.

### **Graduation Honors**

To be eligible for graduation honors a student must have completed a minimum of 62 semester hours in residence at Regis College.

Seniors with a cumulative average of 3.8 or above will be graduated *Summa Cum Laude*.

Those with a cumulative average of 3.5 - 3.79 will be graduated *Magna Cum Laude*.

Those with a cumulative average of 3.25 - 3.49 will be graduated *Cum Laude*.

### **Preparation for Upper Division Concentration**

The choice of a field of concentration should be made by a student before the end of the sophomore year. In some divisions this choice is necessarily made during the freshman year. The programs in accounting, business, economics, and the natural sciences require early planning on the part of the degree candidate in order to fulfill all the requirements in four years.

Before a student may register for any upper division work (courses numbered 100 and above) he must have completed at least 56-60 hours in the lower division, and he must have been accepted as a major by a specific department of the college.

## TYPICAL DEGREE PROGRAMS

### CLASSICAL BACHELOR OF ARTS

Freshman Year			
<i>First Semester</i>	<i>Credit Hrs.</i>	<i>Second Semester</i>	<i>Credit Hrs.</i>
Latin .....	3	Latin .....	3
English 1a .....	3	English 1b .....	3
History .....	3	History .....	3
Greek or Modern Language .....	3	Greek or Modern Language .....	3
Physical Education 1a .....	0	Physical Education 1b .....	0
Sociology 2 or Political Science 1 .....	3	Theology 50 .....	3
	15	Sociology 3 or Political Science 2 .....	3
			18
Sophomore Year			
Latin .....	3	Latin .....	3
Greek or Modern Language .....	3	Greek or Modern Language .....	3
Mathematics or Science .....	3-4	Mathematics or Science .....	3-4
Speech 10 .....	2	Philosophy 65 .....	3
English 82a .....	3	English 82b .....	3
Philosophy 55 .....	3	Elective .....	3
	17-18		18-19
Junior Year			
Philosophy .....	3	Philosophy 125 or Theology 140 ....	3
Theology 101 .....	3	Concentration and Supporting	
Concentration and Supporting Areas .....	9	Areas .....	12
	15		15
Senior Year			
Philosophy 180 .....	3	Concentration and	
Theology .....	3	Supporting Areas .....	15
Concentration and Supporting Areas .....	9		15
	15		

### BACHELOR OF ARTS

The requirements for this degree are the same as for the Classical Bachelor of Arts with the exception of the Latin requirement.

The following fields of concentration may be used: English, history, philosophy, or sociology.

### BACHELOR OF SCIENCE

#### CONCENTRATION IN CHEMISTRY

Freshman Year			
English 1a .....	3	English 1b .....	3
Chemistry 1a .....	4	Chemistry 1b .....	4
Mathematics 60a .....	3	Mathematics 60b .....	3
History .....	3	History .....	3
Speech 10 .....	2	Theology 50 .....	3
Physical Education 1a .....	0	Physical Education 1b .....	0
	15		16

### Sophomore Year

<i>First Semester</i>	<i>Credit Hrs.</i>	<i>Second Semester</i>	<i>Credit Hrs.</i>
English 82a .....	3	English 82b .....	3
Chemistry 40a .....	3	Chemistry 40b .....	3
Physics 1a .....	4	Physics 1b .....	4
Mathematics 60c .....	3	Mathematics 163 .....	3
Philosophy 55 .....	3	Philosophy 65 .....	3
Chemistry 42a .....	2	Chemistry 42b .....	2
	<hr/> 18		<hr/> 18

### Junior Year

Philosophy .....	3	Philosophy 125 or Theology 140 ....	3
Chemistry 130a .....	4	Chemistry 130b .....	4
German 1a .....	3	German 1b .....	3
Theology 101 .....	3	Supporting Areas .....	3
Chemistry 114 .....	4	Chemistry 146 .....	2
	<hr/> 17		<hr/> 15

### Senior Year

Philosophy 180 .....	3	Theology .....	3
German 3a .....	3	German 3b .....	3
Chemistry 163 .....	3	Chemistry 116 .....	3
Chemistry 144 .....	3	Supporting Areas .....	6
Supporting Areas .....	6		
	<hr/> 18		<hr/> 15

### CONCENTRATION IN NATURAL SCIENCE (Liberal Arts Degree)

#### Freshman Year

English 1a .....	3	English 1b .....	3
Mathematics .....	3	Mathematics .....	3
Science .....	4	Science .....	4
History .....	3	History .....	3
Physical Education 1a .....	0	Physical Education 1b .....	0
Speech 10 .....	2	Theology 50 .....	3
	<hr/> 15		<hr/> 16

#### Sophomore Year

English 82a .....	3	English 82b .....	3
Modern Language .....	3	Modern Language .....	3
Philosophy 55 .....	3	Philosophy 65 .....	3
Concentration and Supporting Areas .....	6	Concentration and Supporting Areas .....	9
	<hr/> 15		<hr/> 18

### Junior Year

<i>First Semester</i>	<i>Credit Hrs.</i>	<i>Second Semester</i>	<i>Credit Hrs.</i>
Philosophy .....	3	Philosophy 125 or Theology 140 ....	3
Modern Language .....	3	Modern Language .....	3
Theology 101 .....	3	Concentration and Supporting	
Concentration and Supporting		Areas .....	10-12
Areas .....	7-9		
	16-18		16-18

### Senior Year

Philosophy 180 .....	3	Theology .....	3
Concentration and Supporting		Concentration and Supporting	
Areas .....	12	Areas .....	12
	15		15

The science chosen during freshman year will be the one which the student intends to make his field of concentration. Students whose concentration is mathematics should choose physics as the freshman science.

Freshmen choosing biology as a field of concentration should register for Chemistry 1a and 1b instead of history. The latter is then taken in the sophomore year.

German is the language recommended for all students whose concentration is chemistry. Russian may be substituted.

## BACHELOR OF SCIENCE

### CONCENTRATION IN MATHEMATICS

#### Freshman Year

Mathematics 60a .....	3	Mathematics 60b .....	3
Physics 1a .....	4	Physics 1b .....	4
Chemistry 1a .....	4	Chemistry 1b .....	4
English 1a .....	3	English 1b .....	3
Theology 50 .....	3	Economics 5b .....	3
Physical Education 1a .....	0	Speech 10 .....	2
		Physical Education 1b .....	0
	17		19

#### Sophomore Year

Mathematics 60c .....	3	Mathematics 163 .....	3
Physics .....	4	Physics .....	4
Modern Language .....	3	Modern Language .....	3
Philosophy 55 .....	3	Philosophy 65 .....	3
English 82a .....	3	English 82b .....	3
History .....	3	History .....	3
	19		19

### Junior Year

<i>First Semester</i>	<i>Credit Hrs.</i>	<i>Second Semester</i>	<i>Credit Hrs.</i>
Mathematics 154a .....	3	Mathematics 154b .....	3
Physics .....	4	Physics .....	4
Modern Language .....	3	Modern Language .....	3
Philosophy .....	3	Philosophy 125 or Theology 140 ....	3
Accounting 1a .....	3	Theology 101 .....	3
Technical Elective .....	3	Elective .....	3
	19		19

### Senior Year

Mathematics 115 .....	3	Mathematics 170 .....	3
Physics .....	4	Physics .....	4
Business Law 181a .....	3	Theology .....	3
Technical Elective .....	3	Technical Elective .....	3
Philosophy 180 .....	3	Non-Technical Elective .....	6
Non-Technical Elective .....	3		
	19		19

## BACHELOR OF SCIENCE

### CONCENTRATION IN ACCOUNTING, BUSINESS ADMINISTRATION, ECONOMICS

#### Freshman Year

Accounting 1a .....	3	Accounting 1b .....	3
Mathematics 11 or equivalent .....	3	Mathematics 70 .....	3
English 1a .....	3	English 1b .....	3
Economics 5a .....	3	Economics 5b .....	3
Sociology 2 or Political Science 1....	3	Theology 50 .....	3
History .....	3	History .....	3
Physical Education 1a .....	0	Physical Education 1b .....	0
	18		18

#### Sophomore Year

Accounting 18 .....	3	Accounting 20 .....	3
Economics 60 or Business Administration 10 .....	3	Economics 60 or Business Administration 10 .....	3
English 82a .....	3	English 82b .....	3
Philosophy 55 .....	3	Philosophy 65 .....	3
Modern Language .....	3	Modern Language .....	3
Business Administration 2 .....	3	Speech 10 .....	2
	18		17

### ACCOUNTING

#### Junior Year

Accounting 101a .....	3	Accounting 101b .....	3
Business Administration 181a .....	3	Business Administration 181b .....	3
Modern Language .....	3	Modern Language .....	3
Philosophy .....	3	Philosophy 125 or Theology 140 ....	3
Theology 101 .....	3	Supporting Area .....	3
	15		15



Senior Year			
<i>First Semester</i>	<i>Credit Hrs.</i>	<i>Second Semester</i>	<i>Credit Hrs.</i>
Accounting 111a .....	3	Accounting 111b .....	3
Accounting 145 .....	3	Theology .....	3
Philosophy 180 .....	3	Concentration and Supporting	
Concentration and Supporting Areas..	6	Areas .....	9
	15		15

#### **BUSINESS ADMINISTRATION**

Junior Year			
Business Administration 181a .....	3	Business Administration 181b .....	3
Modern Language .....	3	Modern Language .....	3
Philosophy .....	3	Philosophy 125 or Theology 140 ....	3
Theology 101 .....	3	Concentration and Supporting	
Concentration and Supporting		Areas .....	6
Areas .....	3		
	15		15

Senior Year			
Philosophy 180 .....	3	Business Administration 168 .....	3
Theology .....	3	Concentration and Supporting	
Concentration and Supporting		Areas .....	12
Areas .....	9		
	15		15

#### **ECONOMICS**

Junior Year			
Economics 108 .....	3	Economics 109 .....	3
Philosophy .....	3	Philosophy 125 or Theology 140 ....	3
Modern Language .....	3	Modern Language .....	3
Theology 101 .....	3	Concentration and Supporting	
Concentration and Supporting		Areas .....	6
Areas .....	3		
	15		15

Senior Year			
Economics 175 .....	3	Economics 122 .....	3
Philosophy 180 .....	3	Concentration and Supporting	
Theology .....	3	Areas .....	12
Concentration and Supporting			
Areas .....	6		
	15		15

## COURSES PRELIMINARY TO PROFESSIONAL STUDIES

### GENERAL STATEMENT

Students who intend to pursue professional studies after completing the required collegiate work are urged to follow a program leading to a bachelor's degree. Schools of law, medicine, and dentistry have increased their entrance requirements so that a longer course of collegiate preparation is now necessary, and applicants with the bachelor's degree are preferred.

#### Dentistry

The program outlined below includes all the recommendations of the American Association of Dental Schools and the specific requirements of Regis College. In the case of a few schools it exceeds the requirements. A pre-dental student is advised that three years of college work are the minimum necessary before application for admission to dental school is considered.

#### Freshman Year

<i>First Semester</i>	<i>Credit Hrs.</i>	<i>Second Semester</i>	<i>Credit Hrs.</i>
Biology 1 .....	4	Biology 5 .....	4
Chemistry 1a .....	4	Chemistry 1b .....	4
English 1a .....	3	English 1b .....	3
Mathematics .....	3	Mathematics .....	3
Physical Education 1a .....	0	Physical Education 1b .....	0
Speech 10 .....	2	Theology 50 .....	3
	16		17

#### Sophomore Year

Physics 1a .....	4	Physics 1b .....	4
History .....	3	History .....	3
Philosophy 55 .....	3	Philosophy 65 .....	3
Modern Language .....	3	Modern Language .....	3
Chemistry 40a .....	3	Chemistry 40b .....	3
Chemistry 43a .....	1	Chemistry 43b .....	1
	17		17

#### Junior Year

Biology 111 .....	4	Biology 102 .....	4
Philosophy .....	3	Philosophy 125 or Theology 140 ....	3
Modern Language .....	3	Modern Language .....	3
English 82a .....	3	English 82b .....	3
Concentration or Supporting Areas .....	4	Concentration or Supporting Areas .....	4
	17		17

#### Senior Year

Courses leading to a degree are to be selected with the aid of the student's adviser.

### The Three-Two Engineering Program

In conjunction with the College of Engineering at Marquette University and the Institute of Technology at St. Louis University, Regis College has instituted a liberal arts-engineering program designed to provide the students with the cultural background of a liberal education as well as the technical engineering training. Students in this program may receive both the arts degree and an engineering degree within five years. The first three years are spent at Regis College, during which time the program outlined below should be followed. The student must maintain a 2.5 average in his total program and not fall below a 2.5 average in his mathematical and scientific courses. Upon completion of his three years at Regis, the student transfers to Marquette University or St. Louis University for his final two years. If he continues to maintain his 2.5 average during his two years of engineering, he is awarded a Bachelor of Science degree by Regis College. This degree varies from the usual Regis degree because it has mathematics and engineering science as its field of concentration. Upon successful completion of the five-year program, he is also awarded a degree in engineering at either Marquette or St. Louis. Degrees in civil, electrical, geophysical, industrial, and mechanical engineering are offered.

#### Freshman Year

<i>First Semester</i>	<i>Credit Hrs.</i>	<i>Second Semester</i>	<i>Credit Hrs.</i>
Mathematics 60a .....	3	Mathematics 60b .....	3
Engineering Drawing 1 .....	3	Descriptive Geometry 10 .....	3
Chemistry 1a .....	4	Chemistry 1b .....	4
English 1a .....	3	English 1b .....	3
Theology 50 .....	3	Philosophy 55 .....	3
Physical Education 1a .....	0	Speech 10 .....	2
	<hr/> 16		<hr/> 18

#### Sophomore Year

Mathematics 60c .....	3	Mathematics 163 .....	3
Physics 1a .....	4	Physics 1b .....	4
Modern Language .....	3	Modern Language .....	3
Philosophy 65 .....	3	Physics 70a .....	3
English 82a .....	3	English 82b .....	3
	<hr/> 16		<hr/> 16

#### Junior Year

Philosophy .....	3	Philosophy 125 or Theology 140 ....	3
Modern Language .....	3	Modern Language .....	3
Physics 70b .....	3	Philosophy 180 .....	3
Mathematics 153 .....	3	Theology 101 .....	3
Economics 5a .....	3	History .....	3
History .....	3		
	<hr/> 18		
		<b>For St. Louis University</b>	
		Physics 100a .....	3
		Physics 105a .....	3
		<b>For Marquette University</b>	
		Business Administration 10 .....	3
		Economics 5b .....	3

## Pre-Engineering Program

Students who wish to take pre-engineering at Regis College but who do not wish to follow the program outlined on the previous page should consult their adviser for the courses proper to the engineering school they wish to attend. The combined degree is possible only to those students who transfer to Marquette University or St. Louis University. This degree plan is not applicable at any other school.

## Medicine

The minimum requirement for admission to medical schools is 90 hours of collegiate work or a three-year program. It is better to plan for a four-year program including chemistry, physics, biology, English composition and literature, German or French.

Every medical school sets its own entrance requirements. A prospective applicant should ascertain well in advance what the requirements are for the school to which he intends to apply.

The credits submitted must ordinarily include a stated number of credit hours in certain specified subjects as follows:

English .....	6 hours	Additional credit in subjects other	
Organic Chemistry .....	8 hours	than physical and biological	
General Inorganic Chemistry .....	8 hours	sciences, at least.....	12 hours
Biology .....	8 hours	Additional college credit to total	
Physics .....	8 hours	90 semester hours.	

### Freshman Year

First Semester	Credit Hrs.	Second Semester	Credit Hrs.
English 1a .....	3	English 1b .....	3
Chemistry 1a .....	4	Chemistry 1b .....	4
Biology 1 .....	4	Biology 5 .....	4
Mathematics .....	3	Mathematics .....	3
Physical Education 1a .....	0	Physical Education 1b .....	0
Speech 10 .....	2	Theology 50 .....	3

### Sophomore Year

Chemistry 40a .....	3	Chemistry 40b .....	3
Physics 1a .....	4	Physics 1b .....	4
History .....	3	History .....	3
German 1a .....	3	German 1b .....	3
Philosophy 55 .....	3	Philosophy 65 .....	3
Chemistry 43a .....	1	Chemistry 43b .....	1

### Junior Year

Biology 111 .....	4	Biology 102 .....	4
Philosophy .....	3	Philosophy 125 or Theology 140 .....	3
German 3a .....	3	German 3b .....	3
English 82a .....	3	English 82b .....	3
Concentration and Supporting		Concentration and Supporting	
Areas .....	4	Areas .....	4

### Senior Year

<i>First Semester</i>	<i>Credit Hrs.</i>	<i>Second Semester</i>	<i>Credit Hrs.</i>
Philosophy 180 .....	3	Degree Requirements .....	12-15
Degree Requirements .....	8-12		

Students who are weak in mathematics are advised to take Chemistry 1a in sophomore year and to take history in its place in freshman year.

In the above schedule, requirements for entrance into medical school may be completed at the end of three years, and if an applicant is accepted by a medical school at that time, he may then discontinue his pre-medical program. The fourth year, although optional, is strongly encouraged by most medical schools. In his fourth year the student should choose those courses which will complete the degree requirements. Concentration areas recommended include biology, chemistry, or philosophy.

### Law

Most law schools require a bachelor's degree, and they are not particularly demanding as to a student's undergraduate preparation. They do expect a good scholastic average and satisfactory scores on the Law School Admission Test. A student's pre-law preparation should be in the subject area in which he can do his best work. An A.B. degree with a concentration in humanities, social sciences, or philosophy will be welcomed, just as will a concentration in the academic areas available in the Division of Commerce and Finance. By the same token, the sciences are often overlooked as a fine preparation for law.

A student interested in the study of law should work carefully with one of the assigned faculty law school advisers as well as with his academic adviser. Once the law school adviser is aware of where the student anticipates attending law school, he is able to provide pertinent information in regard to specific requirements.



# *Evening Session*

## **History and Purpose**

This coeducational section of the college has been in continuous operation since shortly after World War II. Although these late afternoon and evening classes were originally located in the downtown area, they have been conducted on the campus since 1949.

The Evening Session is structured to serve three general groups in the community:

Those who wish to complete a program leading to a degree or certificate.

Those who seek specialized training or knowledge in order to increase their competence in their occupation or to prepare themselves for a new occupation or profession.

Those who seek general cultural courses for self-development or to fulfill personal interests.

These classes are an integral part of the college program, and standards of academic and professional achievement are equivalent to those of the regular day session.

## **Accreditation**

In addition to the accreditations and affiliations held by the college, the Evening Session is a member of the American Association of Evening Colleges and Universities.

## **Programs Available**

**CERTIFICATES** — A basic curriculum in business education is available through a program leading to a Certificate in Commerce and Finance. This requires a total of 36 semester hours. A basic cultural curriculum leading to a Certificate in General Education is also offered and requires 36 semester hours in a prescribed program of studies. All credit hours toward a certificate must be taken at Regis.

**ASSOCIATE DEGREE** — After completing requirements for the Certificate, a student may continue working toward an Associate Degree in business administration, accounting, or general education. This degree requires 36 additional semester hours. No transfer work is acceptable toward this degree.

**BACHELOR DEGREES** — The Evening Session requirements for any of the bachelor degrees conferred by the college are the same as for the day classes with the exception of the modern language and physical education requirements.



Details and recommended programs for various certificates and degrees offered through the late afternoon and evening classes are available on request through the Director of the Evening Session.

### **Faculty**

The faculty for these classes is comprised of members of the Regis College day faculty supplemented by other academically qualified personnel trained in their respective fields.

### **Admission**

Any high school graduate with an acceptable high school record will be permitted to enroll. Any person who is twenty-one years of age, on approval of the Director of Admission, may enroll without presenting entrance credits, provided he does not enter a degree or certificate program. An applicant transferring from another college must submit an official transcript from each college attended.

### **Service Men and Women**

Military personnel stationed at bases in the Denver metropolitan area may enroll in both day and evening classes at the college. Through the cooperation of the education offices at Fitzsimons Army Hospital and the several military bases, personnel eligible for college training may work out a program of studies suitable to their needs.

### **Auditors**

Special students may audit these classes under the same conditions as in the day classes.

### **Tuition**

Tuition and fees for the evening classes are the same as for the day classes. Likewise the financial aid available for day scholars is extended to evening students. (See pages 31 through 36).

## *Summer Session*

Classes are offered each summer in most of the same areas that are available during the regular academic year. The Summer Session extends from the middle of June through the first week of August. A special summer session brochure is prepared covering class offerings and all other pertinent information. The brochure may be obtained by addressing the Director of Summer Session.

## *Programs in Teacher Education*

Regis College offers two programs in teacher education, one for elementary teachers and one for secondary teachers. The requirements established by the Committee on Teacher Education for each of these programs must be fulfilled before the college will issue a recommendation for the appropriate credential. Each of the programs is designed to provide the student with a mastery of his subject matter area as well as a knowledge of the various aspects of professional education. During the course of studies each student is afforded the opportunity to employ his knowledge in actual classroom situations. The established requirements include those presently prescribed by the State Board of Education and are subject to change in keeping with changes which may be required by the State Board and Regis College.

### **ADMISSION TO THE TEACHER EDUCATION PROGRAM**

1. The student who wishes to enter a teacher education program at Regis must meet the basic minimum requirements for entrance to the college.
2. The student must make a formal application for entrance into a teacher education program, usually during the sophomore year.
3. The Committee on Teacher Education will then review the student's application and notify the student in writing of the decision.
4. Before final approval is given for acceptance of a student into the teacher education program, the student is required to appear before at least two members of the Committee on Teacher Education for personal interview.
5. An over-all grade point average of 2.0 is required for admission into the teacher education program.
6. Each candidate for teacher education must present satisfactory evidence of the correct use of the English language.
7. To be eligible for entrance into the program, the candidate must meet the personality and health requirements as stated in the directives issued by the Department of Education.
8. If a student requests that course credit from other institutions be applied to departmental requirements for recommendation for certification, these credits must be approved by the Committee on Teacher Education.
9. Norms listed in the Regis Directives for Teacher Education serve as the official guide for interpreting departmental regulations.

### **Other Requirements**

Preparation for teaching consists of more than a satisfactory completion of a series of courses. Teaching requires competence in the teaching area, some professional training and, among other things, sound mental and physical health and good character. The progress of all students in the teacher education sequence is reviewed each semester by the Committee on Teacher Education. The Committee reserves the right to exclude students from the teacher education sequence and to withhold recommendation for certification on the basis of deficiencies in characteristics which teachers need.

The college will not recommend students for certification in any state unless the candidate has completed all of the specific requirements which are required by the State Board of Education in that state.

### **Teacher Education Program in Elementary Education**

This program is designed to give prospective teachers in elementary education a knowledge of the elementary school curriculum; information relating to the organization of the elementary school; experience in the problems and activities within the school; practical aspects of teaching through provision for participation-observation; student teaching in elementary school classrooms. The program is designed to enable a teacher prepared at Regis to teach effectively at the elementary school level.

The student is urged to strengthen his teaching by selecting other courses which provide a broad cultural and academic background.

Listed below are the professional education courses which are required of students who elect the program for elementary teacher education:

- |          |                                                |
|----------|------------------------------------------------|
| Ed. 11   | Introduction to Education                      |
| Ed. 40   | Educational Psychology                         |
| Ed. 100  | Methods of Teaching in the Elementary School   |
| Ed. 110  | Elementary Education and Student Assistantship |
| Ed. 156e | Student Teaching in the Elementary School      |
| Ed. 182  | Workshop Study of Aesthetic Values             |

In addition to the above required courses, the student is strongly advised to elect further courses to develop adequacy in professional teaching.

#### **ADDITIONAL ELECTIVE COURSES RECOMMENDED FOR STUDENTS IN ELEMENTARY EDUCATION:**

- |         |                                               |
|---------|-----------------------------------------------|
| Ed. 140 | Principles of Counseling and Guidance         |
| Ed. 150 | Principles of Curriculum Development          |
| Ed. 185 | Workshop in Arithmetic Methods                |
| Ed. 186 | Workshop in Reading Methods                   |
| Ed. 187 | Workshop in Science for the Elementary Grades |
| Ed. 188 | Workshop in Social Studies                    |

## **Teacher Education Program in Secondary Education**

This program is designed to give prospective teachers in secondary education a knowledge of the secondary school curriculum; information relating to the organization of the secondary school; experience in the problems of secondary schools; practical aspects of teaching through provision for participation in student teaching in secondary school classrooms and the knowledge of the principles of counseling and guidance. The program is designed to enable the teacher prepared at Regis to teach effectively at the secondary school level.

The program provides for teacher preparation at the secondary level in the following areas: English, history, sociology, mathematics, general science, physics, physical education, chemistry, social studies, speech, Latin, Greek, French, German and Spanish.

Listed below are the professional educational courses which are required of students who elect the program for secondary teacher education.

- Ed. 11 Introduction to Education
- Ed. 40 Educational Psychology
- Ed. 130 Curriculum Materials and Teaching Methods in Secondary Schools
- Ed. 135 Secondary Education and Student Assistantship
- Ed. 140 Principles of Counseling and Guidance
- Ed. 156s Student Teaching in the Secondary School

In addition to the above required courses the student is strongly advised to elect further courses to develop adequacy in professional teaching.

### **ADDITIONAL ELECTIVE COURSES RECOMMENDED FOR STUDENTS IN SECONDARY EDUCATION:**

- Ed. 145 Tests and Measurements
- Ed. 150 Principles of Curriculum Development
- Ed. 169 History and Use of the English Language
- Ed. 180 Workshop in Guidance and Counseling
- Ed. 182 Workshop in Teaching Aesthetic Values
- Ed. 184 Workshop in Human Rights and Values

# *Foreign Study Program*

Because of the critical need for increased international understanding in today's world and in view of the unique educational opportunities that foreign study offers, Regis College offers two foreign study programs for its students.

## ***Foreign Study Program in Western Culture***

Regis College, in cooperation with Loyola University of Chicago, offers a year of foreign study abroad at the Rome Center of Liberal Arts.

## ***Foreign Study Program in Oriental Culture***

Regis College offers its students an opportunity for foreign study in Oriental culture at the Sophia University (a Jesuit institution) in Tokyo. At present this is a summer program offered during the months of July and August. We hope that very soon we shall be able to extend this program to a year in length.

## ***Application for Foreign Study***

Information on these programs is available in the Dean's Office. Any student wishing to participate in a foreign study program must make application with the Assistant Dean of the College and receive his previous approval.



# *Courses of Instruction*

## **DIVISIONS AND DEPARTMENTS OF INSTRUCTION**

### ***Division of Commerce and Finance***

Rudy Sporcich, *Director*

Accounting, Robert J. Lacey, *Department Chairman*

Business Administration, Rudy Sporcich, *Department Chairman*

Economics, Kenneth Seidenstricker, *Department Chairman*

### ***Division of the Humanities***

Lucien O. Pichette, *Director*

Classical Languages and Literature, Bernard S. Karst, S.J., *Acting Department Chairman*

English Language and Literature, Richard F. Bocklage, S.J., *Acting Department Chairman*

Modern Languages and Literature, Lucien O. Pichette, *Department Chairman*

### ***Division of Natural Science and Mathematics***

Dr. Francis J. Ozog, *Director*

Biology, Dr. Alvin M. Earle, *Department Chairman*

Chemistry, Dr. Francis J. Ozog, *Department Chairman*

Mathematics, Frederick T. Daly, S.J., *Department Chairman*

Physics, Dr. Magnus V. Braunagel, *Department Chairman*

### ***Division of Social Sciences***

Charles D. Weller, *Director*

Education, Harry L. Nicholson, *Department Chairman*

History, Harold L. Stansell, S.J., *Department Chairman*

Psychology, Harry E. Hoewischer, S.J., *Acting Department Chairman*

Sociology, Thomas J. Casey, S.J., *Department Chairman*

### ***Division of Philosophy and Theology***

Francis J. Malecek, S.J., *Director*

Philosophy, Harry R. Klocker, S.J., *Department Chairman*

Theology, Edward L. Maginnis, S.J., *Department Chairman*



### ***Objectives of Lower Division Courses***

The lower division courses are numbered 1-99 and are intended for freshmen and sophomores. These courses offer a program in general education and enable the student to lay the proper foundation and acquire skills and attitudes necessary for success in the upper division courses which follow.

### ***Objectives of Upper Division Courses***

The upper division courses are numbered 100-199 and are intended for juniors and seniors. The objectives of these courses are summarized at the beginning of each department's course descriptions in the latter portion of this bulletin.

The whole approach, method, and content of upper division courses is suited to the capacities of the more mature student. Emphasis is placed on the training which comes from self-activity, independent work, thinking, penetration, and the use of existing materials.



## DIVISION OF COMMERCE AND FINANCE

Rudy Sporich, *Director. Professor:* John V. Coyne. *Assistant Professors:* Mr. Lacey, Fr. Murphy, Mr. Roberts, Mr. Seidenstricker. *Instructors:* Mr. Flood, Mr. Hunthausen, S.J.

### **Objectives of the Division**

The Division of Commerce and Finance proposes a program which enables the student to prepare himself vocationally, culturally, and morally to understand and to take an active and intelligent part in the execution and control of the business function in human endeavors.

In order that the training as a whole may provide an education commensurate with the standing of the college and may achieve the ends of Catholic education in general, the student is required, in addition to the prescribed courses in the basic fields of business activity, to devote considerable time to a broad study of cultural subjects. Throughout the curriculum, emphasis is placed on the social and ethical phases so essential to the harmonious functioning of the modern economic system.

### **ACCOUNTING**

Robert J. Lacey, *Department Chairman*

#### **Objective of the Department**

The objective of the Accounting Department is to enable the student to acquire a definite knowledge and understanding of basic accounting concepts and principles, their development and application within our economic system. By the end of the senior year, he will have a breadth and depth of knowledge that will best serve him in his future growth in public, governmental, or private accounting, in the various fields of business, and in his continuing formal and informal educational processes.

#### **Concentration Prerequisites**

Ac. 1a, 1b, 18 and 20. Ba. 2 and 10. Ec. 5a and 5b. Mt. 11 (or equivalent) and Mt. 70 (or equivalent). A course in statistics is required.

In addition to the formal course requirements, it is expected that the student will have demonstrated his competency in basic knowledge of accounting through at least average attainment in lower division accounting courses.

#### **Supporting Area Prerequisites**

Ac. 1a, 1b, 18 and 20.

## **The Field of Concentration**

The field of concentration includes 30 credit hours of courses numbered 100-199, 18 hours to be given to Accounting and 12 hours to Business Administration and/or Economics. Courses are to be chosen with the counsel of the concentration adviser. Specific courses required are Ac. 101a, 101b, 111a, 111b, 145, and a course in statistics, Ba, 181a and 181b. The supporting area of 12 hours may be taken in any other area or areas approved by the concentration adviser.

### **1a. and 1b. Accounting Principles (3 hours each semester).**

Basic accounting definitions, concepts, and theory, basic procedures in summarization and reporting; distinctions in the capital sections of individual proprietorships, partnerships, and corporations; basic analysis of financial information.

### **18. Income Tax Accounting (3).**

Introductory study of income tax laws with emphasis upon application to individuals. Prerequisite: Ac. 1b.

### **20. Introductory Cost Accounting (3).**

Manufacturing cost determination methods, specific order costing, process costing, determination of material, direct labor, and overhead costs, departmentalization, and cost reporting. Prerequisite: Ac. 1b.

### **101a. Intermediate Accounting (3).**

A comprehensive study of generally accepted accounting concepts and the asset side of the balance sheet. Prerequisites: Ac. 18 and 20.

### **101b. Intermediate Accounting (3).**

A comprehensive study of the liability and capital sections of the balance sheet along with a study of the various analytical processes. Prerequisite: Ac. 101a.

### **111a. Advanced Accounting (3).**

Special partnership problems, installment sales, consignments, home office and branch relations. Prerequisite: Ac. 101b.

### **111b. Advanced Accounting (3).**

Corporate consolidations, estates, trusts, receiverships, and introduction to fund accounting and actuarial science, emphasizing considerations of interests. Prerequisite: Ac. 111a.

### **128. Accounting Analysis and Cost Control (3).**

A study of theory and principles involved in the use of accounting information for management purposes, including budgeting and standard cost. Prerequisite: Ac. 20.

### **136a. C.P.A. Problems (2).**

Problems and questions selected from actual C.P.A. examinations. A thorough drill in the methodical analysis of complex problems and in the preparation of the necessary working papers and statements required in their solutions. Prerequisite: permission of department chairman.

### **136b. C.P.A. Problems (2).**

Problems and questions selected from actual C.P.A. examinations to present a review of the field of accounting and to provide facility in problem solving. Prerequisite: permission of department chairman.

### **140. Governmental Accounting (3).**

Budgetary accounts; revenues and expenditures; accounts of the treasury; bond and sinking funds; special assessment funds; trust and agency funds; working capital funds; utility funds; property accounts; institutional accounts; reporting. Prerequisite: 12 hours of accounting.

### **142. Organization Income Tax Accounting (3).**

A study of income tax laws in relationship to business activities and organizations. Prerequisite: Ac. 18.

### **145. Auditing Principles and Procedures (3).**

A study of auditing principles and objectives in their relationship to auditing standards and procedures. Prerequisite: 18 hours of accounting.

**147. Advanced Accounting Theory (3).**

A comprehensive study of: the development of professional accounting; the development and application of accounting concepts and postulates; the interrelationship of accounting and our economic system. Prerequisite: 18 hours of accounting.

**149. Managerial Accounting (3).**

A study in depth of the various account-

ing techniques involved in management decisions. Prerequisite: Ac. 128.

**150. Accounting Internship (Credit to be arranged. Max. 3 hours).**

Practical problems involved in private, governmental, and public accounting. Prerequisite: Accounting concentration, senior standing, and permission of department chairman.

## **BUSINESS ADMINISTRATION**

*Rudy Sporcich, Department Chairman*

### **Objective of the Department**

The objective of the Department of Business Administration is to prepare students for effective service in business and to develop in them habits of thought that make for continuing growth. Certain definite and fundamental purposes underlie instructional activities. These may be described briefly as follows: (1) To develop an appreciation and understanding of the human and material factors which make up the subject matter of business. (2) To give the students the larger knowledge, skill, and resourcefulness which constitute a college training for the better opportunities in business. (3) To guide students in the selection of their business careers and to aid graduates in the pursuit of their chosen business objectives.

### **Concentration Prerequisites**

Ba. 2, and 10. Ac. 1a, 1b, 18 and 20. Ec. 5a and 5b. Mt. 11 (or equivalent) and Mt. 70 (or equivalent). A course in statistics is required.

### **Supporting Area Prerequisites**

Ba. 2, Ac. 1a and 1b. Ec. 5a and 5b.

### **The Field of Concentration**

The field of concentration must include 30 credit hours of courses numbered 100-199, 18 hours to be given to Business Administration (including 168, 181a, 181b).

The supporting area of 12 hours may be taken in any other area or areas approved by the concentration adviser.

### **2. Business in Our Society (3).**

An integrated picture of business operations in our society. Fundamentals of business organization, management, and finance

as integral parts of the satisfaction of human wants. A required course for all students whose area of concentration is within Commerce and Finance.

**10. Business Reports — Types and Techniques (3).**

Designed to meet the needs of business for better reports. Covers the techniques of both investigation and presentation, from the initial stages to the completed report. Includes all types of pertinent business reports from the informal letter to the formal report. A required course for all students whose area of concentration is within Commerce and Finance.

**120. Marketing (3).**

An analysis of the functions performed by the various marketing institutions.

**121. Marketing and Management Policies (3).**

An analysis of the use and impact of marketing procedures such as marketing research, non-price competition, price competition, advertising, selling policies, and choice of a channel of distribution.

**130. Corporation Finance (3).**

Administrative and managerial problems of financing business and industrial companies; promotion, corporate structures; sources of fixed capital; expansion; distribution of earnings; reorganization; social aspect of corporation finance.

**134. Fundamentals of Investments (3).**

Principles underlying the making of safe investments; the need for constant supervision; investment instruments; security analysis; forecasting the market; the business cycle and investment values. Same as Ec. 134.

**151. Human Relations in Business (3).**

The fundamentals of employee human relations and the managerial implications of human relations. People at work in all kinds of organizations and how they may be motivated to work together in greater teamwork. An integration of the social sciences as they affect people at work.

**162. Managing Small Business (3).**

Emphasizes fundamental factors concerned with the establishment and competent operation of small business, including: financing and sources of funds; organizing the business and establishment of policies; factors in business success; and the future outlook of small business.

**165. Industrial Management (3).**

An intensive survey of modern practices and techniques through which sound management principles of planning, organizing, and controlling may be applied effectively to the manufacturing activities of an industrial enterprise.

**167. Managerial Functions (3).**

Comprehensive coverage of managerial principles applicable to numerous activities through a study of the fundamental functions of management. Recent developments and their effect upon management and management techniques.

**168. Business Policies and Management (3).**

An analysis and appraisal of the objectives and functions of a business enterprise and a thorough basic treatment of the fundamental principles of internal business planning, organizing, and controlling. To illustrate the practical application of the principles discussed in classroom sessions, visits will be made to various industrial and business houses in Denver. A required course for students whose field of concentration is Business Administration. Prerequisite: senior standing.

**181a. Business Law (3).**

An introduction to the study of law and its administration. Topics covered include: branches of the law; the law of contracts; principal and agent; employer and employee; negotiable instruments. A required course for all students whose field of concentration is Business Administration.

**181b. Business Law (3).**

A study of the law applicable to principal debtor and surety; insurer and insured; bailor and bailee; carriers and shippers, passengers; vendor and vendee; relationship of partnership; corporation and stockholders. A required course for students whose field of concentration is Business Administration. Prerequisite: Ba. 181a.

**185. Introduction to Business Data Processing (3).**

A general course to introduce students to computer science and data processing. Will acquaint the student with the large body of material which computer science and data processing encompasses; will help pre-



pare those students who decide to enter this field with a firm foundation for advancement in the field of computers; will provide all students with a basic understanding of the concept and operation of a stored program computer.

#### **190. Current Problems in Business (3).**

A seminar course concerned with current problems in business administration, economics, and finance. Prerequisite: Permission of department chairman.

## **ECONOMICS**

Kenneth Seidenstricker, *Department Chairman*

### **Objective of the Department**

The Department of Economics is organized to give the student an understanding of the factors which influence economic decision-making, so that the student may think clearly and independently about economic problems which he may face in later life, both as an individual and as a member of society.

Courses are designed to acquaint the student with the following areas of economic thought: the economic factors most relevant to decision-making in the business firm and in industry; the interrelationship of firms, industries, and the public in the national economy; the influences of the various national economies in the international economy.

### **Concentration Prerequisites**

Ec. 5a, 5b; Ac. 1a, 1b; Ba. 2, 10; Mt. 11 (or equivalent), Mt. 70 (or equivalent).

### **Supporting Area Prerequisites**

Ec. 5a, 5b.

### **The Field of Concentration**

The field of concentration must include 30 credit hours of courses numbered 100-199, 18 hours to be given to Economics, including Ec. 108, 109, 122, and 175. The remaining 12 hours may be in Accounting, Business Administration, or other social sciences. Advanced students may, with the permission of the department chairman, apply upper division credit earned in other social sciences, up to a maximum of six hours, toward their concentration requirements. The supporting area of 12 hours may be taken in any other area or areas approved by the concentration adviser.

#### **5a. Principles of Economics and Economic Problems (3).**

Introduction to economic analysis; nature and motives of economic activity; consumer demand; costs and supply; price behavior under competition and restricted conditions; the price system and resource allocation.

#### **5b. Principles of Economics and Economic Problems (3).**

Financing economic activity; money and the banking system; determinants of the level of economic activity; public finance; monetary and fiscal policy; economic growth; international economic relations.



#### **60. Economic Resources (3).**

This course surveys the resource base, primarily of the United States economy, in order to discover the ways in which factor endowments condition the output of an economic system. In addition to natural resources, the role of capital resources is explored; also, certain demographic factors affecting human resources are discussed.

#### **108. Economic Theory (3).**

Designed to give the mature student a better grasp of economic analysis with special reference to value, distribution, and social control. The development of economic thought with emphasis placed on current trends in economic theory. Prerequisites: Ec. 5a. and 5b.

#### **109. Economic Theory (3).**

Continuation of Ec. 108. Emphasis is placed on macro-economic theory, particularly the determination of national income, and its aggregate constituents. The problem of economic growth is studied, particularly with reference to distressed areas, occupational groups, and growth impediments in a mature economy. The effects of various monetary policies and fiscal policies on general economic activity are shown. Prerequisites: Ec. 5a and 5b.

#### **110. History of Economic Thought (3).**

A study of the works and principal theories of the individuals and schools of economic thought as represented by the ancient, medieval, and modern economists in regard to rise and development of mercantilism, capitalism, socio-economic movements, interests, money, value, price, employment, and distribution. Prerequisites: Ec. 5a and 5b.

#### **122. Money and Banking (3).**

A study of the nature and functions of money and credit, of monetary standards, bank currency, and credit instruments. An understanding of the variety and growth of banking functions; the control over banks through Federal Reserve regulations; the Treasury and pressures on interest rates; investment needs and our accelerated gross national product. Prerequisites: Ec. 5a and 5b.

#### **131. Economics of American Industry (3).**

A survey of major manufacturing and servicing industries in the United States with

regard to market controls, merger tendencies and pricing policies. Dominance over national consumer-areas through innovation, prestige, and taste-elicitation; industrial leaders, industrial associations, and the place of small business.

#### **134. Fundamentals of Investments (3). Same as Ba. 134.**

#### **140. Labor Problems (3).**

A survey of the American labor force and its productiveness. The need for a living wage and for healthy working conditions. Union organization and its bargaining power under modern labor laws. Regulation of wages and hours. Union versus management claims; labor disputes and their conclusions. Incentives which assure good relations. Labor's security against old age, unemployment, and disability. Prerequisites: Ec. 5a and 5b.

#### **141. Labor Legislation (3).**

The historical development of labor legislation. The character of current labor legislation. The influence of labor legislation on management, organized labor, non-organized labor, and the general public. Prerequisites: Ec. 5a and 5b.

#### **152. Government and the American Economy (3).**

The conditions under which individuals turn to the political process to reveal their preferences. The programs resulting from government action, particularly those concerned with monopoly situations, the maintenance of competition, and destructive competition. The effects of these programs on the allocation of resources and on the distributive shares.

#### **155. Public Finance (3).**

A study of the economics of taxation and the sale of government services, beginning with the principles of taxation and proceeding to the economic effects of income taxation, sales and excise taxes, property taxes, and death and gift taxes. A study of fees and commercial revenues. Prerequisites: Ec. 5a, 5b.

#### **156. Fiscal Policy (3).**

A study of the role of government in the economy, its patterns and trends in expenditures, and intergovernmental fiscal relations. A study of the economics of government borrowing, fiscal policy and debt management. Prerequisites: Ec. 5a, 5b.

**161. Business Cycles (3).**

Economic fluctuations as related to progress; historical record and measurement of business cycles. Pattern of prosperity and depression. Conditions and causes of such changes. Over-investment; capital and credit acceleration; gauging markets and price-cost relations. Keynes' multiplier and Schumpeter's innovation analysis. Monetary controls; job and output stimulation; inflation controls. Prerequisites: Ec. 5a and 5b.

**163. Economic Growth and Development (3).**

A study of the general factors underlying economic growth and the major theories of economic development. A survey of growth in advanced and underdeveloped countries. A study of the costs, problems, and public policies in regard to economic growth.

**165. Survey of Economic Systems (3).**

A study of individualistic Capitalism with its tendency toward personal monopoly; modified Capitalism; British Socialism; Fascism; and Communism. Discussion of the historical origins of these various economic systems.

**175. Introduction to Economic Statistics (3).**

The application of frequently used statistical tools in economics and business. The uses of frequency distributions and measures of central tendency. Analysis of major business indexes and certain forecasting procedures.

**180. Economic History of Europe (3).**

A study of the economic development of Europe from ancient times, through the medieval society as represented by rural countryside, industry, commerce and financial organizations and their regulation, to the present-day, modern continental development of agriculture, industry, transportation, banking and currency, labor movement, international trade relations, and economic consequences of World Wars I and II.

**182. Economic History of the United States (3).**

The reasons for and effects of the transition from a predominately agricultural economy to a predominately industrial economy. The problems involved in this transition; the changing functions of the government. The changing role of the United States in the world economy.

**186. International Trade (3).**

A study of the theory and empirical foundations of international trade along with the problems of international disequilibrium and the process of balance of payments adjustment. Prerequisites: Ec. 5a, 5b.

**187. Foreign Trade Policies (3).**

A study of public and private barriers to trade, the commercial policies of the United States, and regional economic integration with emphasis on the Common Market. A study of international monetary problems and areas of international cooperation. Prerequisites: Ec. 5a, 5b.

**190. Seminar on Current Economic Problems (3).**

Prerequisite: Consent of instructor.

## DIVISION OF THE HUMANITIES

Lucien O. Pichette, *Director*. Professors: Fr. Bloomer, Fr. Boyle. Associate Professors: Mr. Bechtolt, Fr. Karst. Assistant Professors: Fr. Bocklage, Mr. Greiss, Mrs. Pichette, Fr. Stokes, Fr. Teeling, Dr. Van de Voort, Mr. Wilbur. Instructors: Mrs. Donsky, Mrs. Henry, Mrs. von Glinski.

### Objectives of the Division

The Division of the Humanities includes the Departments of Classical Languages and Literature, English Language and Literature, Modern Languages and Literature, and the related arts of Speech, Music, Painting and Sculpture. It provides courses of instruction intended primarily for the cultural development of the student through contact with the culture of the past and present, since languages and literature are held fit instruments for intellectual and moral development and should contribute to the fuller and nobler life of the individual and of society. For the liberally educated man, a study of the ancient classics is a basis for a better understanding and appreciation of western civilization, in great part their heritage. The modern literatures, especially English, are also studied in their perspectives of social, philosophical, and religious movements. Furthermore, the practical values of technical skills and basic communication, through a command of languages and their effective expression, are considered essential not only for personal enjoyment but for leadership.

### CLASSICAL LANGUAGES AND LITERATURE

Bernard S. Karst, S.J., *Acting Department Chairman*

Courses in Greek and Latin language and literature are designed to acquaint the student with ancient culture. The ancient classics, the mythology of the Greeks and Romans and the influence of their philosophic systems upon the literature are studied and evaluated.

### Supporting Area Prerequisites

Greek — 1a and 1b; Latin — 6 hours of lower division Latin beyond 1a and 1b.

#### GREEK

##### 1a. Introductory Greek (3).

Grammar, syntax, and vocabulary of Homer.

##### 1b. Introductory Greek (3).

Continuation of Greek 1a.

##### 10. The Greek Historians (3).

Selections from the Works of Herodotus, Thucydides, and Xenophon.

##### 12. Plato (3).

The *Apology* and *Crito*.

##### 41. Homer (3).

Extensive readings from the *Iliad* and the *Odyssey*.

##### 110. Greek Poets (3).

Selections from the Lyric and Elegiac Poets.

##### 120. The Greek Tragedians (3).

The tragedies of Euripides and Sophocles.

##### 140. Aristophanes (3).

The *Clouds* and the *Frogs*. Reading of other plays in translation.

## LATIN

### 1a. Introductory Latin (3).

Latin vocabulary, grammar, and syntax for those beginning Latin.

### 1b. Introductory Latin (3).

Continuation of Latin 1a.

### 10. Livy (3).

Selections from Book 1 and Books 21-22.

### 12. Virgil (3).

Selections from Books 1-6 of the *Aeneid*.

### 13. Horace (3).

Selections from the *Odes* and *Epodes*.

### 15. The Works of Caesar (3).

*Commentaries on the Gallic War* and *Commentaries on the Civil War*.

### 125. Tacitus (3).

*The Agricola* and *Germania*.

### 135. Cicero (3).

Cicero the Philosopher: The *De Senectute* and *De Amicitia*; Selections from the *Tusculan Disputations*.

### 140. Latin Satire (3).

Selections from the satires of Juvenal and Martial.

### 141. Medieval Latin (3).

Selections from prose and poetry of the Middle Ages.

## ENGLISH LANGUAGE AND LITERATURE

Richard F. Bocklage, S.J., *Acting Department Chairman*

### Objective of the Department

The principal objective is two-fold: (a) to enlarge the student's cultural development through intelligent and personal experience of the valuable literature of our language; (b) to guide the student to a more artistic and more effective expression of his thought and feeling. For students whose area of concentration is English, a further objective is to provide opportunity for analyzing works of major English and American writers, to present an outline of the development of literature in the English language from Beowulf to our own day, and to investigate more profoundly the principles of good criticism and of artistic writing.

### Concentration Prerequisites

En. 1a, 1b, 82a, 82b.

### Supporting Area Prerequisites

En. 1a, 1b, 82a, 82b.

### The Field of Concentration

The field of concentration in English consists of 18 semester hours of upper division work.

The supporting area of 12 hours may be taken in any other area or areas approved by the concentration adviser.

### 1a. College Reading and Writing (3).

Close analysis of selected works of literature; intensive study of the dictionary as a guide to diction, word-meaning, and the history of the language; composition stressing clear and effective writing.

### 1b. College Reading and Writing (3).

Continuation of 1a, with increased emphasis on composition.

**82a. Great Writers (3).**

Reading and analysis of *The Canterbury Tales*, two plays by Shakespeare, and *Paradise Lost*.

**82b. Great Writers (3).**

Reading and analysis of several plays by Shakespeare and a group of works by influential English and American writers.

**105. Chaucer (3).**

Reading of the works in the Middle English text; analysis of the significant aspects.

**107. Medieval Literature (3).**

Literary traditions, heroic, chivalric, and religious, from *Beowulf* through *The Faerie Queene*.

**121. The English Renaissance (3).  
(excluding Shakespeare)**

The sonnets, other poems, dramas, and prose of such writers as Thomas More, Wyatt and Surrey, Sidney, Lyly, Greene, Nashe, Marlowe, and Jonson.

**127. The Comedies of Shakespeare (3).**

**128. The Histories of Shakespeare (3).**

**129. The Tragedies of Shakespeare (3).**

**130. Problems in Shakespeare's Works (3).**

**132. The Seventeenth Century (3).**

Reading and analysis of the principal works of such writers as Bacon, Browne, Walton, Herrick, Lovelace, Donne, Crashaw, Marvell, and Bunyan.

**135. The Major Works of Milton (3).**

**143. The English Enlightenment (3).**

Reading and analysis of the principal works of such writers as Dryden, Congreve, Pepys, Pope, Addison and Steele, Swift, and Defoe.

**144. The Age of Johnson (3).**

Reading and analysis of the principal works of such writers as Johnson, Boswell, Goldsmith, Burke, Sheridan, and Cowper.

**151. The Romantic Period (3).**

Reading and analysis of the principal works of such writers as Wordsworth, Coleridge, Byron, Shelley, Keats, Hunt, Lamb, and DeQuincey.

**155. The Victorian Period (3).**

Reading and analysis of the principal works of such writers as Carlyle, Macaulay, Tennyson, Browning, Patmore, Arnold, Pater, Stevenson, Kipling, Wilde.

**160. The Novel (3).**

Development of the novel from Defoe through Faulkner, considering such authors as Fielding, Austen, Dickens, Hawthorne, James, and Hemingway.

**163. Modern Literature (3).**

Reading and analysis of such writers as Yeats, Pound, Frost, T. S. Eliot, J. F. Powells, Williams, Auden, O'Neill, Flannery O'Connor, and Joyce Cary.

**166a. The Works of James Joyce (3).**

Study of *Dubliners*, *Portrait*, *Stephen Hero*, *Exiles*, *Ulysses*, and the poems. For students whose field of concentration is English, or with permission of the department chairman.

**166b. The Works of James Joyce (3).**

Study of *Finnegans Wake*. Prerequisite: 166a. Only by permission of the department chairman.

**169. History and Use of the English Language (3).**

The historical development of modern English; detailed study of English grammar and the dictionary; examination of modern linguistic analysis. Same as Ed. 169.

**171a. American Literature (3).**

Reading and analysis of such writers as Franklin, Freneau, Irving, Bryant, Hawthorne, Melville, Poe, Emerson, Thoreau, Longfellow, and Whitman.

**171b. American Literature (3).**

Reading and analysis of such writers as Dickinson, Clemens, Howells, James, Adams, Wharton, Cather, Frost, Hemingway, and Faulkner.

**182. Practical Criticism (3).**

A brief survey of theories of literary criticism. Practice in analysis and appreciation of poems and prose selections of the contemporary and earlier periods.

**184. Creative Writing (3).**

Individual guidance and criticism of creative efforts in various literary forms. Only with permission of the instructor.



**185. Workshop in English Studies (3-6).**

An intensive program of reading, discussion, and practical demonstrations to improve the competencies of teachers of English. Only by permission of the department chairman.

**190. Seminar in English and American Literature (1-3).**

Intensive study of individual authors, works, periods, or literary movements. For students whose field of concentration is English, or with permission of the department chairman.

## MODERN LANGUAGES

Lucien O. Pichette, *Department Chairman*

### Objectives of the Department

The courses in modern languages are designed to attain the following objectives:

1. A reading knowledge sufficient to fulfill college requirements.
2. Accuracy of expression, written and oral, through intensive drill in the language laboratory.
3. A knowledge and appreciation of the cultural background of the language.
4. Facility in speaking the language.

### Supporting Area Prerequisites

Fr. 3b or Gr. 3b or Sp. 3b.

#### FRENCH

**1a. Elementary French (3).**

Thorough grounding in the essentials of grammar, oral drill, dictations, reading of elementary and intermediate texts, conversation, written exercises. Three recitation and two workshop hours.

**1b. Elementary French (3).**

Continuation of 1a.

**3a. Intermediate French (3).**

Readings from the nineteenth and twentieth centuries. Oral and written summaries, literary evaluations and criticisms. Grammar review. Three recitation and two workshop hours. Prerequisite: Fr. 1b.

**3b. Intermediate French (3).**

Continuation of 3a and introduction to the novel. Conducted in French.

**15. Conversational French (3).**

Intended to broaden the vocabulary of French 1a and 1b for conversational use. A supplementary course for students who do not already speak French. Extensive use

of audio-visual aids. Conducted in elementary French. This course cannot be used to satisfy language requirements.

**180a. Survey of French Literature (3).**

A general survey of French literature from the early literary documents to the eighteenth century. Conducted in French. Prerequisite: Fr. 3b.

**180b. Survey of French Literature (3).**

A general survey of French literature from the eighteenth century to the present. Conducted in French. Prerequisite: Fr. 3b.

**181. French Classical Period (3).**

A study of the representative works of Corneille, Racine, Moliere, La Fontaine, etc. Outside readings. Conducted in French. Prerequisite: Fr. 3b.

**182. Contemporary French Literature (3).**

A study of the representative works of Sartre, Proust, Camus, etc. Outside readings. Conducted in French. Prerequisite: Fr. 3b.

**190. Seminar in French Studies (1-3).**

Content and credit to be arranged.



## GERMAN

### 1a. Elementary German (3).

An intensive course in the rudiments of grammar, translation, and conversation. Three recitation and two workshop hours.

### 1b. Elementary German (3).

Continuation of German 1a, with emphasis on functional proficiency in the use of the language as a means of communication. Three recitation and two workshop hours.

### 3a. Intermediate German (3).

An intensive course in current idiomatic German. A thorough review of grammar. Designed to develop accuracy and proficiency in the use of the language. Three recitation and two workshop hours. Prerequisite: Gr. 1b.

### 3b. Intermediate German (3).

A continuation of German 3a. Extensive reading of prepared illustrative texts. Three recitation and two workshop hours.

### 100. Scientific German (3).

Prerequisite: Gr. 3b.

### 180a. Survey of German Literature (3).

The chief characteristics of the various epochs in German literature. A realistic and sympathetic understanding of German thought and culture through readings of the chief works of the more important authors. Conducted in German. Prerequisite: Gr. 3b.

### 180b. Survey of German Literature (3).

Continuation of German 180a. A presentation of the significant movements in the nineteenth and the twentieth centuries. Conducted in German. Prerequisite: Gr. 3b.

### 190. Seminar in German Studies (1-3).

Content and credit to be arranged.

## RUSSIAN

### 1a. Elementary Russian (3).

An intensive course in the rudiments of Russian grammar, careful drill in pronunciation, collateral reading of prepared texts of Lermontov and Pushkin. Three recitation and two workshop hours.

### 1b. Elementary Russian (3).

Continuation of Russian 1a. Three recitation and two workshop hours.

### 3a. Intermediate Russian (3).

Intensive grammar review, readings from prepared excerpts from the works of Dostoevski, Tolstoy, and Turgenev. Prerequisite: Ru. 1b.

### 3b. Intermediate Russian (3).

Continuation of Ru. 3a; scientific readings according to needs of class. Three recitation and two workshop hours.

### 100. Scientific Russian (3).

A concentrated course in translating scientific Russian. Upon demand only. Prerequisite: Ru. 1b.

## SPANISH

### 1a. Elementary Spanish (3).

Thorough grounding in the essentials of grammar, oral drill, dictations, reading of elementary and intermediate texts, conversation, written exercises. Three recitation and two workshop hours.

### 1b. Elementary Spanish (3).

Continuation of 1a.

### 3a. Intermediate Spanish (3).

Readings from the nineteenth and twentieth centuries. Oral and written summaries, literary evaluations, and criticisms. Grammar review. Three recitation and two workshop hours. Prerequisite: Sp. 1b.

### 3b. Intermediate Spanish (3).

Continuation of 3a. Conducted in Spanish.

### 15. Conversational Spanish (3).

Intended to broaden the vocabulary of Spanish 1a and 1b for conversational use. A *supplementary* course for students who do not already speak Spanish. Extensive use of audio-visual aids. Conducted in elementary Spanish. This course cannot be used to satisfy language requirements.

### 180a. Survey of Spanish Literature (3).

A general survey of Spanish literature from the early literary documents to the eighteenth century. Conducted in Spanish. Prerequisite: Sp. 3b.

### 180b. Survey of Spanish Literature (3).

A general survey of Spanish literature from the eighteenth century to the present. Conducted in Spanish. Prerequisite: Sp. 3b.

**181. The New World in Spanish Literature (3).  
(Northern hemisphere)**

A literary study of the diaries, accounts, and biographies of the Spanish explorers in the New World: Columbus' *Diario de Navegacion*; Cortez' *Cartas de Relaciones*; Cabeza de Vaca's *Naufragios*, etc. Conducted in Spanish. Prerequisite: Sp. 3b.

**182. The Regional and Historical Novel of South America (3).**

A study of the famous and historical novels of South America. At least one representative author from each country. Attention to regional language differences. Outside reports. Conducted in Spanish.

**190. Seminar in Spanish Studies (1-3).**

Content and credit to be arranged.

## RELATED ARTS

### SPEECH

Roger C. Wilbur, *Department Chairman*

#### Objectives

The purpose of the courses offered in Speech is to develop the student's understanding and cultural appreciation of the Speech and Theatre Arts. The program is designed to provide a balance between the study of the theories and principles of communication and practical experience through participation in classroom and cocurricular programs of Forensics and Theatre.

#### Supporting Area Prerequisites

*Speech* — Sph. 10 or 12; *Theatre Arts* — Sph. 20 or 25.

**10. Fundamentals of Speech (2).**

Practical training in the fundamentals of effective speaking with emphasis on the preparation and delivery of the extemporaneous speech.

**12. Advanced Public Speaking and Criticism (3).**

The preparation and delivery of extended speech. The reading and analysis of content and style in representative contemporary speeches. Prerequisite: Sph. 10 or consent of instructor.

**13. Voice and Diction (2).**

A study of the anatomy and physiology of the speech mechanism, phonetics, and the principles of pronunciation related to the student's individual needs.

**20. Theatre Art (3).**

An introduction to the art of the theatre through discussion of the elements of the

theatre and selected readings from world drama.

**25. Technical Theatre (3).**

The theory and technique of modern theatre practice with special emphasis on the anatomy of the stage, scene design, scenery construction and painting, and lighting. Reading of selected plays for illustration.

**110. Argumentation (3).**

The principles of argumentation including evidence, reasoning, and refutation as applied in public speaking, discussion, and debate.

**111. Oral Interpretation (3).**

The theory, principles, and techniques of the oral interpretation of poetry, prose, and drama. Classroom presentation of readings.

**112. Parliamentary Procedure (2).**

A survey of parliamentary procedure. Practice in conducting and participating in meetings.

**113. Practical Forensics (1).**

Participation in forensic activities as a member of the Regis Debating and Oratorical Society. Credit awarded at the discretion of the Director of Forensics. May be repeated up to three credits.

**114. Discussion (3).**

Study and practice in the aims and methods of discussion and group leadership. Emphasis on criteria and organization.

**130. History of the Theatre (3).**

Theatrical history from its beginnings to 1850. Emphasis on elements of period staging, and the reading of representative period plays.

**131. Contemporary Theatre (3).**

Modern theatrical developments from 1850 to the present. Emphasis on styles, and reading of representative modern plays.

**134. Theatre Workshop (1-4).**

A summer course in the theory and practice of theatrical production with actual participation in productions.

**135. Acting (3).**

Basic acting principles with emphasis on techniques. Studies in analysis and interpretation.

**136. Directing (3).**

The fundamentals of play direction as a creative and interpretative art, as a supervisory craft and as a psychological skill.

**137. Dramatic Criticism (3).**

A study of dramatic criticism. Special emphasis on dramatic form through selected readings and papers.

**140. Cinema (3).**

A study of the motion picture as an art form through discussion of its historical development, production technique, and critical evaluation of selected films.

**190. Individual Study in Speech and Theatre (1-4).**

Directed study in Speech and Theatre to meet the individual needs of the student. Prerequisite: consent of the instructor.

## MUSIC

### *Objectives of Offerings*

The music courses, in dealing with a great human fine art other than literature, aim to bring the student to an adequate contemplation of musical structures, and thus to furnish him an analogy for deepening his insights in literature and other fine arts.

**15. Musical Form and Style (2).**

Listening to and analysis of various selections of comparative brevity and simplicity with a view to introducing the student to the formal and stylistic principles of great music.

**25. Development of Musical Form and Style (2).**

Listening to and analysis of selections of greater length and complexity.

**35. National Music (2).**

An analysis of characteristic musical products of the United States, South America, Russia, Bohemia, England, Spain, and other Western countries.

**45. Concertos and Chamber Music (2).**

An analysis of music in which soloists or small groups play alone or with an orchestra.

**55. The Backgrounds of Modern Music (2).**

A study of the traditional roots of music being produced in our own time.

**65. The Opera (2).**

An analysis of characteristic operas of the classical, romantic, and modern periods.

## PAINTING AND SCULPTURE

### Art 15. Introduction to Painting and Sculpture (3).

Aesthetic principles in estimating art. Analysis of art techniques and qualities as they apply in contemporary living.

### Art 16. Modern Painting and Sculpture (3).

Major trends in European and American painting and sculpture in the twentieth century.

### Art 20. Analysis of Painting (3).

A general course covering the great periods of the Middle Ages, Renaissance, and modern times in Europe and America, with emphasis on the relation of painting to social and religious history.

### Art 25. Analysis of Architecture (3).

Detailed study of architectural achievement in ancient and modern civilizations, including the Far East, Egypt, Greece, Rome, modern Europe and America.

### Art 30. Analysis of Sculpture (3).

The several periods of sculpture from primitive efforts, through developments and experimentation to the period of highest attainments. Illustrations from ancient Greece and Rome, Early Christian, Byzantine, Romanesque, Gothic, and Modern.

### Art 35. Creative Studio Art (3).

The plastic elements of color, line texture, form, and space will be considered and various media will be used. Outside reading, class discussion, and criticism.



## DIVISION OF NATURAL SCIENCE AND MATHEMATICS

Dr. Francis J. Ozog, *Director*. *Professor Emeritus*: Fr. Trame. *Professors*: Fr. Daly, Dr. Levings. *Associate Professors*: Fr. Downey, Fr. Miller. *Assistant Professors*: Dr. Braunagel, Dr. Currie, Dr. Doohar, Mr. Gachic, Mr. Hatcher. *Instructors*: Mr. Taylor, Mr. Turner.

### Objectives of the Division

The Division of Natural Science and Mathematics includes the Departments of Biology, Chemistry, Mathematics and Physics. Primary consideration is given to preparing the student whose field of concentration is science for post graduate work in one of the four departments mentioned. The courses also can be selected so as to fulfill all ordinary entrance requirements of professional schools.

A further objective of the Division is to give the student an introduction to scientific thinking and to correct laboratory procedure and to stimulate him to inquire further into the origin of the power and beauty of nature.

### SCIENCE SURVEY COURSES

Survey courses have been designed for students whose field of concentration is not in science or mathematics. Emphasis is laid on the power of the scientific method as a tool of learning and the effects these theoretical results can have on one's philosophy of life.

#### 10. Survey of Physical Sciences (3).

A non-mathematical course for students from other divisions. Study of important theories and laws from astronomy, physics, chemistry, and geology; their development according to the scientific method.

#### 15. Survey of Life Science (3).

A survey of general principles, beginning with a discussion of the molecular basis of biology. A brief survey of human anatomy and physiology. A unit dealing with genetics and evolution.

### BIOLOGY

Dr. Alvin M. Earle, *Department Chairman*

### Objective of the Department

The objective of the Department of Biology is both cultural and professional. The non-science student is offered a survey of general principles, a study of the contributions of biology to human welfare, and discussion of further practical applications to human problems. The student in a pre-medical or pre-dental program is offered a sequence of laboratory and lecture courses to meet admission requirements for professional schools. The student preparing for teaching or for advanced study in the

biological sciences is offered intensive training in laboratory procedures and a sequence of courses covering the genetic, developmental, anatomical, and physiological aspects of selected forms.

### **Concentration Prerequisites**

Bl. 1 and 5.

### **Supporting Area Prerequisites**

Bl. 1 and 5.

### **The Field of Concentration**

The field of concentration consists of 18 semester hours of upper division courses, chosen with the counsel of the concentration adviser. The supporting area of 12 hours may be taken in any other area or areas approved by the concentration adviser.

#### **1. General Biology (4).**

An introduction to the study of living matter. The correlation of structure and function at the cellular, tissue, and organ system levels of organization. Emphasis is on those aspects of biology applicable to both plants and animals. Three lectures and one laboratory period.

#### **5. General Biology (4).**

A survey of the diversity of life and an introduction to the unifying principles of taxonomy, genetics, evolution, and ecology. Three lectures and one laboratory period. Prerequisite: Bl. 1.

#### **60. General Botany (4).**

This course emphasizes the basic principles of plant morphology and plant physiology. Recommended for biology majors. Three lectures, one laboratory period per week. Prerequisites: Bl. 1, 5.

#### **70. Ecology and Taxonomy (4).**

This course deals with the fundamental principles of plant and animal distribution and nomenclature. Recommended for biology majors. Occasional Saturday field trips are required. Three lectures, one laboratory period per week. Prerequisites: Bl. 1, 5.

#### **102. Comparative Vertebrate Anatomy (4).**

A study of type forms from the protochordate through the mammalian. The value of the structures as basal elements of verte-

brate anatomy, the principles of homology, adaptive radiation and change in the various groups. In the laboratory, detailed dissection of the cat as an illustrative mammal. Two lectures, two laboratory periods. Prerequisites: Bl. 1 and 5.

#### **111. Vertebrate Embryology (4).**

A descriptive course in vertebrate developmental anatomy. Lectures on various phases of development from a comparative viewpoint. Emphasis upon chick development in the laboratory, with some studies of the pig embryo. Two lectures and two laboratory periods. Prerequisites: Bl. 1 and 5.

#### **124a. General Physiology (4).**

This course treats the nature of the physical and chemical factors involved in the life processes. Two lectures, two laboratory periods per week. Prerequisites: Bl. 1, 5, 102 or 111.

#### **124b. Advanced General Physiology (4).**

This course is complementary to Bl. 124a. It deals with a comparative treatment of vital processes in plant and animal systems. Two lectures, two laboratory periods per week. Prerequisite: Bl. 124a.

#### **131. Microscopic Technique (4).**

Designed to acquaint the student with the basic principles and procedures involved in the preparation of whole mounts and tissues for microscopic studies. Also, a review of histochemical procedures, techniques used in



microscopy, and methods used in skeletal preparations. Primarily for pre-professional students and those whose field of concentration is biology. Two lectures and two laboratory periods. Prerequisites: BI. 1 and 5.

**141. Genetics (3).**

A lecture course on the known facts and theories of heredity. Review of current research in the field of plant and animal breeding. Lectures, three hours per week. Prerequisites: BI. 1 and 5.

**143. Organic Evolution (3).**

A lecture course on the recent developments in experimental biology, heredity, and evolution. Review of the evolutionary theories regarding the method of evolution.

Lectures, three hours per week. Prerequisites: BI. 1, 5, and 141.

**152. Vertebrate Histology (4).**

Study of the morphology of the cells and tissues of selected forms. The participation of the fundamental tissues in the formation of organs and systems. Preparation of tissues for microscopic observations. Two lectures and two laboratory periods. Prerequisites: BI. 1 and 5.

**190. Independent Study in Biology.  
(Variable credit.)**

Courses for the advanced student in Biology dealing with independent research problems. Prerequisite: Permission of the Chairman of the Biology Department.

## CHEMISTRY

Dr. Francis J. Ozog, *Department Chairman*

### **Objective of the Department**

The courses offered by the Department of Chemistry are professional as well as cultural. For this reason, exactness and care in laboratory technique, as well as strict attention to the mathematical development of theory, is considered essential.

For the benefit of those students who wish to prepare themselves for more advanced work in chemistry, either in graduate school or in industry, the department offers the degree of Bachelor of Science in Chemistry. The curriculum leading to this degree embodies all courses recommended by the American Chemical Society. This is to be considered a professional degree, and as such, something quite distinct from a degree of Bachelor of Science, wherein the student establishes a field of concentration in one of the natural sciences.

For the benefit of the pre-medical students and for others who wish to obtain a fairly strong background in chemistry before undertaking studies in another profession, the department offers a second curriculum — one which leads to the degree of Bachelor of Science, with a concentration in chemistry. While the requirements of this degree do not demand such intensive work in chemistry as do those for the professional degree, they are, nevertheless, comparable to the requirements for a concentration in any of the other sciences.

The department will recommend for entrance into graduate, medical, or other professional schools, only those students who shall have maintained a quality point average in the chemistry courses taken at Regis of at least 2.5 (C plus).

## THE BACHELOR OF SCIENCE IN CHEMISTRY DEGREE

### *Prerequisite*

Adequate preparation in high school algebra and trigonometry.

### *Required Courses*

Lower division: Ch. 1a, 1b, 40a, 40b; Ph. 1a, 1b; Mt. 60a, 60b, 60c.

Upper division: Ch. 114, 116, 130a, 130b, 144, 146, 163, and six additional hours of upper division mathematics and/or physics. No other supporting area is required.

Students interested in biochemistry may substitute an upper division course in biology for three hours of the required courses in upper division mathematics or physics.

## THE BACHELOR OF SCIENCE DEGREE

### *Concentration Prerequisites*

Ch. 1a, 1b, 40a, 40b; Mt. 11; Ph. 1a, 1b.

### *Supporting Area Prerequisites*

Ch. 1a, 1b, 40a, 40b.

### *The Field of Concentration*

The field of concentration consists of 18 hours of upper division credit, including Ch. 114, 144, either 136 or 130a and 130b. The supporting area consists of not less than 12 hours of upper division courses in physics, biology, or mathematics; these must be selected in consultation with the concentration adviser.

#### **1a, 1b. General Inorganic Chemistry (4 hrs. each course).**

A study of the fundamental laws and theories of chemistry followed by an investigation of the properties and reactions of inorganic compounds correlated to their position in the Periodic Table. Three lectures and one three-hour laboratory. Prerequisite: Adequate preparation in high school algebra.

#### **40a, 40b. Organic Chemistry (3 hrs. each course).**

A treatment of the properties of the important classes of aliphatic and aromatic compounds, and the development of fundamental theories of organic chemistry. Co-requisite: Ch. 42a, 42b or 43a, 43b. Prerequisite: Ch. 1b or consent of department.

**42a, 42b. Organic Chemistry Laboratory (2 hrs. each course).**

Required of chemistry majors. Two three-hour laboratory periods. Laboratory experiments to accompany Ch. 40a and 40b. The preparation and purification of carbon compounds and the study of their characteristic properties. Introduction to Organic Qualitative Analysis.

**43a, 43b. Organic Chemistry Laboratory (1 hr. each course).**

Laboratory experiments to accompany Ch. 40a and 40b. One three-hour laboratory period. The preparation and purification of carbon compounds and the study of their characteristic properties.

**114. Quantitative Analysis (4).**

Volumetric and gravimetric analysis of complex mixtures illustrating the principles and quantitative aspects of chemical equilibrium. Introduction to potentiometric and colorimetric techniques. Two lectures and a minimum of six hours laboratory.

**116. Advanced Analytical Chemistry (3).**

Consideration of more advanced principles of analysis. Introduction to the use of instrumental methods of analysis involving infra-red, ultra-violet, and visible spectrophotometric techniques, gas-liquid chromatography, etc. Two lectures and a minimum of four hours laboratory. Prerequisites: Ch. 114, 130b.

**130a, 130b. Physical Chemistry (4 hrs. each course).**

Quantitative study of the basic laws of chemistry. The nature of the various states of matter, thermodynamics, reaction kinetics, electro-chemistry, and molecular and atomic structure. Three lectures and one four-hour laboratory. Prerequisite: Ph. 1b, Mt. 60c, Ch. 40b.

**136. Survey of Physical Chemistry (3).**

Survey of physical chemistry with emphasis on subjects of importance to pre-

medical, pre-dental, and biology students. Three lectures. Corequisite: Ch. 137. Prerequisite: credit or registration in Ph. 1b and Ch. 40b.

**137. Physical Chemistry Laboratory (1).**

One three-hour laboratory period. Laboratory experiments to accompany Ch. 136.

**144. Qualitative Organic Analysis (3).**

The classification and identification of selected organic compounds and mixtures by means of classical and instrumental techniques. One lecture and a minimum of six hours laboratory. Prerequisite: Ch. 40b.

**146. Synthetic Chemistry (2-4).**

The preparation of selected chemical compounds. One hour conference and a minimum of six hours laboratory. Prerequisite: registration or credit in Ch. 40b.

**150. Elements of Biochemistry (3).**

The chemistry and physiological relations of amino acids, proteins, carbohydrates, lipids, and related compounds. Three lectures. Corequisite: Ch. 151. Prerequisites: Ch. 40b and either 130b or 136.

**151. Biochemistry Laboratory (1).**

One three-hour laboratory period. Laboratory experiments to accompany Ch. 150.

**163. Advanced Inorganic Chemistry (3).**

Special topics in the field of inorganic chemistry. Includes nuclear, atomic, and molecular structure; complex ions and coordination compounds; inorganic reactions in aqueous and non-aqueous media. Three lectures. Prerequisite: advanced standing in chemistry.

**191. Seminar in Chemistry (1-4).**

**192. Undergraduate Research in Chemistry (1-4).**

Content and credit to be arranged. Prerequisite: consent of the department chairman.

## MATHEMATICS

Frederick T. Daly, S.J., *Department Chairman*

### Objective of the Department

The objective of the department is to prepare students for a concentration in mathematics. The courses selected will give the student the mathe-

mathematical background necessary for various fields of science. However, since the courses are intended primarily for those whose concentration is mathematics, the quality of work demanded from all students will be on that level.

### **Concentration Prerequisites**

Mt. 60a, 60b, 60c, 163.

### **Supporting Area Prerequisites**

Mt. 60a, 60b, 60c.

### **The Field of Concentration**

The field of concentration in mathematics consists of a minimum of 18 hours of upper division courses. The supporting area consists of 12 upper division hours selected in consultation with the concentration adviser.

#### **0. Remedial Mathematics (0).**

For students who are deficient in high school mathematics. (3 Lectures per week)

#### **11. College Algebra (3).**

Logarithms, complex numbers, inequalities, the theory of quadratic equations, progressions, binomial theorem, elementary theory of equations, determinants, partial fractions. Prerequisite: a thorough knowledge of intermediate algebra.

#### **31. Plane Trigonometry (3).**

Trigonometric functions of acute angles, the right triangle, logarithms, goniometry, the oblique triangle, graphs of trigonometric functions, the exponential series. Prerequisite: Mt. 11 or its equivalent.

#### **60a, 60b, 60c. Analytical Geometry and Calculus (3 hours each course).**

An integrated course containing the main topics from analytical geometry and calculus.

#### **70. Mathematical Statistics (3).**

Introductory course for students whose field of concentration is not mathematics. Prerequisite: Mt. 11.

#### **105. Introduction to Machine Data Processing (3).**

#### **115. Determinants and Matrices (3).**

Matrices, operations with matrices, determinants. System of linear equations.

#### **121. Theory of Equations (3).**

Complex numbers, polynomials and their fundamental properties, solution by radicals of cubic and quartic equations, the graph of an equation, derivatives, number of real roots, isolation of a root, solution of numerical equations, determinants, symmetric functions, discriminants.

#### **123a, 123b. Introduction to Higher Algebra (3 hours each course).**

Axiomatic treatment of basic concepts of groups, rings, fields. Prerequisite: consent of instructor.

#### **125. Theory of Numbers (3).**

Fundamental concepts in number theory. Theory of congruences, Fermat's Theorem. Quadratic residues and quadratic reciprocity law. Prerequisite: consent of instructor.

#### **132a, 132b. Elementary Set Theoretic Topology (3 hours each course).**

#### **141. Introduction to Modern Geometry (3).**

Analytic and synthetic projective geometry, affine geometry, transformation groups, topology. Prerequisite: consent of instructor.

#### **154a, 154b. Advanced Calculus (3 hours each course).**

Limits and continuity, functions of several variables, partial derivatives, geometric applications, definite integrals, multiple integrals, line integrals, surface and space integrals. Prerequisite: Mt. 163.

**155. Advanced Differential Equations (3).**

Linear equations of the second order; solutions of equations by use of infinite series; applications from other fields of mathematics and physics; solution of particular equations. Prerequisite: Mt. 163.

**159. Introduction to Applied Mathematics (3).**

A problem course concerned with applications of differential equations. A study of the special functions arising as solutions of second order differential equations. Prerequisite: Mt. 163.

**163. Introduction to Differential Equations (3).**

A continuation of Mt. 60a, 60b, 60c. Sep-

arable linear and higher order differential equations and applications.

**170. Introduction to Statistics (3).**

The classical mathematical theory of probability, including basic concepts of probability, permutations, combinations, expected values, and the binomial, Poisson, and normal distributions. Prerequisite: Mt. 163.

**190. Seminar in Mathematical Problems (1-3).**

Content and credit to be arranged. Prerequisite: consent of the department chairman.

## RELATED AREA

### ENGINEERING DRAWING

**1. Engineering Drawing (3).**

Lettering; orthographic projection; working-drawings; graphical representations; isometric, oblique, and perspective projections; plates and tracings. Lectures and laboratory.

**10. Descriptive Geometry (3).**

Orthographic projection. Fundamental auxiliary views. Point-line-plane problems. Revolution. Curved lines and surfaces. Intersections and developments.

## PHYSICS

Dr. Magnus V. Braunagel, *Department Chairman*

### Objectives of the Department

The objectives of the department are twofold: to prepare students for post-graduate studies in the field of engineering, physics, or other fields of related sciences; also to enable those students who wish to teach or enter technical management to obtain a strong background in physics.

### Concentration Prerequisites

Ph. 1a, 1b, 70a, 70b, 71a, 71b; Mt. 60a, 60b, 60c, 163.

Bachelor of Science with Physics concentration: Ph. 100a, 100b, or 180, 181; Mt. 170, 159, or 154a, 154b.

Bachelor of Science in Engineering Physics: Ph. 100a, 100b, 115a, 115b; Mt. 115, 154a, 154b, 170.

### Supporting Area Prerequisites

Ph. 1a, 1b, 70a, 70b, 71a, 71b; Mt. 60a, 60b, 60c.

**1a, 1b. General Physics (4 hrs. each course).**

Lectures and experimental demonstration in mechanics, sound, light, heat, magnetism,

and electricity. Three hours lecture, one hour quiz, one laboratory period. Prerequisite: Mt. 31 or equivalent.

**70a, 70b. System Analysis-Discrete Physical Systems (3 hrs. each course).**

Analysis of the linear and nonlinear time vector relationships for the active and passive elements fundamental to the electrical, mechanical, hydraulic and acoustic fields. Ideal and nonideal transformer elements such as levers, gears, nozzles and electrical transformers are developed. The fundamental concepts underlying all of the physical sciences are constantly stressed. Prerequisites: Ph. 1b.

**71a, 71b. Systems Laboratory (1 hr. each course).**

This laboratory course is designed to enable the student to verify the voltage-current, force-velocity, torque-velocity, and pressure-volume current relationships. The harmonic response of analogous systems is studied.

**100a, 100b. Advanced Dynamic Systems (3 hrs. each course).**

Operational calculus and matrices are used to write system equations. Kirchhoff's laws, Newton's laws, loop and nodal techniques and the laws of superposition, duality, minimum energy are applied to electrical, mechanical, hydraulic, acoustic and thermal systems. The analogous nature of energy propagation through solids, gases, liquids and vacuum is shown. Prerequisite: Ph. 70b.

**101a, 101b. Dynamic Laboratory (1 hr. each semester).**

The laws of superposition, minimum energy is applied to physical structures. Modeled and scaled systems are examined. Experiments of wave propagation through strings, solids, liquids and gases are performed.

**105a, 105b. Engineering Systems (3 hrs. each course).**

Closed loop servomechanisms are studied. Various electrical, mechanical, hydraulic, acoustic and thermal control components are studied. Laplace techniques are used. The concepts of root locus, Nyquist diagrams, Nichol's charts and Bode diagrams are introduced as design and analytical tools. Theories of stability, limit cycles, nonlinear resonances, parametric excitation, subhar-

monic relaxation oscillations are discussed. Applicable numerical techniques for obtaining computer solutions are introduced. Prerequisite: Ph. 70b.

**106a, 106b. Engineering Systems Laboratory (1 hr. each course).**

The response characteristics of simple open and closed loop systems are measured. The characteristics of nonlinear electrical, mechanical and hydraulic components are ascertained.

**130. Physical and Geometrical Optics (3).**

Study of wave motion, Huygens' Principle, lenses, light sources, the eye and optical instruments, dispersion, interference, diffraction, polarized light, double refraction, origin of the spectra. Prerequisite: Ph. 70b.

**131. Advanced Optical Measurements (1).**

A laboratory course to accompany Ph. 130.

**180. Introduction to Atomic Physics (3).**

A study of the finding of the elementary charged particles, electromagnetic radiation, waves and particles, the Hydrogen atom, atomic spectra. Prerequisite: Ph. 1b.

**181. Introduction to Nuclear Physics (3).**

A study of natural radioactivity, radiation measurement technique, artificial radioactivity theory of nuclear radiations, nuclear fission and chain reactions, radiation tracer technique, atomic energy. Prerequisite: Ph. 1b.

**182a, 182b. Atomic Physics Laboratory (1 hr. each course).**

A laboratory course to accompany Ph. 180 and 181.

**185. Quantum Theory (3).**

A qualitative and pictorial discussion of quantum theory including a reasonable, complete mathematical treatment of the harmonic oscillator, wave equation, probability, uncertainty, correlations, and eigen functions. Prerequisites: Ph. 180 (or equivalent) and permission of instructor.



## RELATED AREA

## GEOLOGY

### 1. Physical Geology (4).

The earth as a planet; composition of its minerals and rocks; erosion and sedimentation, meteorological agencies, igneous rocks, metamorphism, diastrophism, volcanoes and vulcanism, earthquakes, land forms. Three lectures, one laboratory period, and field work.

### 2. Historical Geology (4).

Theories of the earth's origin, its age, the stratigraphical succession and evolution of life forms. Description of the times, rocks, land distribution, mountains, climate, life forms, and economic deposits. Evidences of early man, theoretical questions. One laboratory period and field work. Prerequisite: Ge. 1.

### 10. Structural Geology (4).

A study of the framework of the earth's crust and the forces that distort it. Emphasis on the solution of problems involving various phases of structural and field geology. Three lectures, one laboratory period. Prerequisite: Ge. 2.

### 12. Introduction to Rocks and Minerals (4).

Study of the more common rock-making minerals for the purpose of recognizing and naming rocks on the basis of their mineral composition and fabric. Two lectures, two laboratory periods. Prerequisite: Ge. 2.



## DIVISION OF SOCIAL SCIENCES

Charles D. Weller, *Director*. *Associate Professor*: Fr. Stansell. *Assistant Professors*: Fr. Casey, Miss Casey, Fr. Hoewischer, Mr. Kellogg, Mr. Nicholson, Mr. Seidenstricker, Mr. Weller. *Instructors*: Mr. Brockway, Mr. Donohue, Mr. Fleming, Mr. Hatlestad, Mr. Kaleher, Mr. Salmon.

### Objectives of the Division

The Division of the Social Sciences includes the Departments of Education, History, Psychology, and Sociology. Each department is concerned with man in his past and present environment. The aim of the Division is to help the student gain a deeper realization of how man attempted to solve his problems in the past and how, in the light of past mistakes and accomplishments, man should try to meet the problems of the present and future.

## EDUCATION

Harry L. Nicholson, *Department Chairman*

### Objective of the Department

The purposes of the courses taught in the Department of Education are to give the student an understanding of the philosophical and historical foundations of education as well as a knowledge of the American educational system. The teacher education programs are designed to give the prospective teachers a knowledge of the principles of education based on a Christian philosophy of life and practical experience as student teachers in the classrooms of the nearby schools, public or parochial.

### Supporting Area Prerequisites

Ed. 11 and 40.

#### 11. Introduction to Education (3).

A survey of educational theory, institutions, and practice from the developmental approach. Examination of the fundamental philosophical principles of education and study of the objectives and trends in modern education.

#### 40. Educational Psychology (3).

A course designed to help the student understand and guide the physical, mental, social and emotional development of children from infancy through adolescence. A study of the learning process and factors influencing learning is also included.

#### 100. Methods of Teaching in the Elementary School (5).

Practical methods of teaching the elementary school subjects: language arts, mathematics, social studies, science, and physical education with emphasis on the use of modern audio-visual materials, team teaching, and other current trends. Prerequisites: Ed. 11 and 40.

#### 110. Elementary Education and Student Assistantship (4).

Presentation of principles of learning and techniques of teaching and control in the elementary school. Scheduled observation

and student assistantship are required. All students meet once a week in class with the college supervising professor to report and discuss experiences and problems in contemporary elementary education. In addition to class work on campus the student must spend 48 hours in participation-observation in an elementary school classroom. Prerequisites: Ed. 11, 40, and 100.

**112. Physical Education for the Elementary Grades (3).**

Organization and supervision of playground, game skills, rhythmic activities, and physical fitness exercises.

**130. Curriculum Materials and Teaching Methods in Secondary Schools (4).**

A presentation of the methods and practices appropriate to secondary education.

**135. Secondary Education and Student Assistantship (4).**

General methods in classroom management; motivation of learning, study and performance; methods of effective disciplinary action; observation and student-assistantship in an accredited high school are required. Student will spend minimum of 48 hours as active teacher assistant in addition to regularly scheduled campus classes. Prerequisites: Ed. 11, 40, and 130.

**140. Principles of Counseling and Guidance (3).**

A study of the basic concepts and principles of guidance and counseling. The role of the educator in guidance; representative guidance services being used in American schools to include elementary/junior high and college guidance and counseling practices. Recommended prerequisite: Ed. 40.

**145. Tests and Measurements (3).**

A survey of the testing movement and of standardized tests in current use; a study of intelligence, achievement, prognostic and diagnostic tests; their administration, scoring, tabulation and interpretation; construction of achievement tests.

**149. Educational Statistics (3).**

The fundamentals of statistical methods in use in education; techniques used in collecting data; organization, computation, and interpretation of data; frequency distribu-

tion; measures of central tendency and dispersion, coefficient of correlation and reliability. Prerequisite: Mt. 70.

**150. Principles of Curriculum Development (3).**

A study of the basic principles for curriculum construction and development. An appraisal of modern techniques and trends of curriculum development in elementary and secondary schools.

**152. School Administration (3).**

A study of the fundamentals of school management, objectives, organization, the procedure in administration and supervision of schools; the relationship of superintendent, principal, teachers, parents, and students; certification of teachers; rating of teachers' efficiency; school finances and equipment.

**156e. Student Teaching (5).**

**156s.**

Senior students who have been approved by the Committee on Teacher Education teach in the elementary or secondary schools under the direction of critic teachers. All students are required to meet once a week in a seminar with a college supervising professor. In addition each student will spend 150 hours teaching, planning and conferring with the critic teacher. Prerequisites: all other courses which are required in the teacher education sequence.

**169. History and Use of the English Language (3).**

The historical background of modern English; detailed study of English grammar; examination of modern linguistic analysis. Same as En. 169.

**170. School Health Education (3).**

School procedures that contribute to understanding, maintenance, and improvement of health of pupils; procedures, processes and techniques in developing ability of the student to understand and guide his own health and contribute to the health of his community.

**171. Audio-Visual Teaching Aids (3).**

A survey of audio-visual materials and their use in the classroom; operation and administration of audio-visual equipment; evaluation of studies in the field.

**175. Education and Psychology of the Gifted Child (3).**

Identification and education of the mentally gifted child; consideration of the social, emotional, and intellectual characteristics; principles of adjustment in the home, school, and community.

**176. Education and Psychology of the Mentally Retarded (3).**

Identification and education of the mentally retarded child; consideration of the social, emotional, and intellectual characteristics; principles of adjustment in the school, home, and community.

**180. Workshop in Guidance and Counseling (3).**

Consideration of practical problems of formulating, conducting, and administering guidance and counseling in the school.

**182. Workshop in Teaching Aesthetic Values (3).**

The guiding principles of teaching aesthetic values in the classroom through the media of art, music, literature, dramatics, and folklore.

**183. Workshop in Vocational Guidance (3).**

Consideration of selected problems in vocational guidance, such as vocational information, testing, guidance technique.

**184. Workshop of Human Rights and Values (3).**

Techniques in understanding a pluralistic

society; the problems in intercultural relations of the civil, religious, and educational communities. A deeper understanding of the obligations arising from the acceptance of democratic values.

**185. Workshop in Mathematical Concepts (3).**

A course which stresses new concepts in basic mathematical ideas at the elementary or secondary level.

**186. Workshop in Reading Methods (3).**

A course for elementary teachers. Special fields of interest to be included: importance of reading-readiness; place of phonics in the total series of techniques in teaching reading; developing a love of reading; individualizing reading in the upper grades.

**187. Workshop in Science for the Elementary Grades (3).**

A survey of the sequence and scope of the science areas for pupils from kindergarten through grade six. Emphasis on science content and methods of teaching science to students in the elementary grades.

**188. Workshop in Social Studies (3).**

A course for elementary teachers which stresses history, geography, civics, as related to living in today's world.

**190. Seminar in Current Educational Problems (3).**

Seminar for senior students on selected educational problems.

## RELATED AREA

### PHYSICAL EDUCATION

Clarence H. Kellogg, *Department Chairman*

#### Objectives

The physical education program at Regis College aims to develop physical fitness and to promote athletic skills and interests which will be of use throughout adult life. Courses in the theory of physical education, health education, and skill techniques are offered to students whose supporting area is physical education. Students wishing to teach at the elementary or secondary level must comply with the regulations of the Department of Education.

#### Supporting Area Prerequisites

Ed. 11 and 40.

## Supporting Area

The supporting area consists of Pe. 102, 111, and 112, plus 6 other upper division hours.

### 1a, 1b. Physical Education (0).

Lectures and practical work designed to inculcate skills in sports, gymnastics, and calisthenics. One period each week for two semesters. Required for all freshmen.

### 13. Fundamentals of Football Coaching (2).

A theoretical course dealing with the methods of coaching, strategy, tactics, football systems, training and diet, scouting, rules interpretation and equipment.

### 14. Fundamentals of Basketball Coaching (2).

Methods of coaching offense and defense, styles of play, strategy, training and diet, rules interpretation, equipment.

### 15. Fundamentals of Baseball Coaching (2).

Methods and fundamentals taught in conjunction with actual participation in varsity practices. Offered only in spring semester.

### 16. Fundamentals of Track and Field Coaching (2).

How to train for track and field events; form and technique; conduct of meets; construction, use, and assembling of equipment.

### 101. Teaching of Individual Sports (2).

A survey course covering all the individual sports. Methods of teaching each; participation in each.

### 102. Treatment and Prevention of Athletic Injuries (2).

Emergency treatment for various types of injuries: bandaging, splinting, control of

bleeding, artificial respiration, and transportation.

### 108. Methods of Physical Education and Recreation (2).

Same as Ed. 112.

### 109. Tests and Measurements in Physical Education (2).

Study, interpretation, and practice in tests of strength, skill, endurance, and achievement.

### 111. History and Principles of Physical Education (2).

History of physical education. Modern developments of physical education in relation to general education: objectives, programs, physical plant, and personnel.

### 112. Organization and Administration of Physical Education and Recreation (2).

A seminar in which each student carries out a project in the field. Also, lectures by instructor and by specialists from the community.

### 113. Coaching of Swimming and Diving (2).

Methods and fundamentals of swimming and diving form and technique. Origin and development of swimming, facilities for teaching swimming, terminology, safety, conduct of meets, class organization.

### 114. Advanced Swimming (2).

Perfection of swimming strokes and diving.

### 115. Life Saving (2).

Meets American Red Cross requirements for life saving.

## HISTORY

Harold L. Stansell, S.J., *Department Chairman*

### Objective of the Department

The Department of History considers a general knowledge of the development of Western Christendom to be a necessary part of the education of any Christian gentleman. Upper division courses are designed to give the student a knowledge sufficient to understand the development of Western

Man and to consider the modern world in the light of this development. Further, the department endeavors to define the pervading influence of history in world affairs.

### **Concentration Prerequisites**

Hs. 13a, 13b, 32a, 32b.

### **Supporting Area Prerequisites**

Hs. 13a, 13b or Hs. 32a, 32b.

### **The Field of Concentration**

The field of concentration consists of 18 semester hours of upper division courses. The supporting area of 12 hours may be taken in any other area or areas approved by the concentration adviser.

#### **13a. Survey of Western Civilization (3).**

A survey course designed to acquaint the student with the roots of Western Civilization. Review of the history of the earliest civilizations; contributions of the Greeks and Romans; the Middle Ages to the Reformation.

#### **13b. Survey of Western Civilization (3).**

Continuation of 13a. The evolution of modern Europe from the Religious Wars and the Age of Absolutism through the Enlightenment, the French Revolution, and the nineteenth century to the antecedents of World War I.

#### **32a. History of the United States (3).**

A survey course of the establishment of American civilization from discovery, exploration and settlement to the Civil War with integrating excursions into the developments of European history as they have affected American history.

#### **32b. History of the United States (3).**

The development of America from the Civil War to the Cold War with integrating excursions into European and Asian history to round out the student's comprehension of America as a member of the community of nations.

#### **130. The North American Colonies to 1763 (3).**

Europe in the Age of Exploration: Spanish, French, British and Dutch colonial beginnings. British colonial development; the Puritan context and half century of imperial

conflict between England and France. The movement west and the path to revolution. Prerequisites: Hs. 32a and 32b or consent of department chairman.

#### **132. The Birth of the Republic, 1763-1789 (3).**

The crises of empire: Peace of 1763; the Stamp Act crisis; the Townsend Revenue Acts; Tea and the Dissolution of the Empire. The Independence Movement; Revolution, Peace of Paris, 1783; the critical period of confederation; federalism and the constitutional convention; ratification. Prerequisites: Hs. 32a and 32b or consent of department chairman.

#### **138. The Jeffersonian Era (3).**

A discussion of the early years of the Republic centering around the political career of Jefferson. The administrations of Washington and Adams, the Jeffersonian Revolution, the War of 1812 and the Era of Good Feelings, the Westward Movement. Prerequisites: Hs. 32a and 32b or consent of department chairman.

#### **139. The Jacksonian Period, 1824-1848 (3).**

A study of the American scene, particularly the presidency of Andrew Jackson. Also, the administration of J. Q. Adams, the election of 1828, tariff controversy and the Bank War. A general discussion of the growth of sectionalism, the careers of Clay and Calhoun, Manifest Destiny and The Mexican War. Prerequisites: Hs. 32a and 32b or consent of department chairman.



**140. Civil War and Reconstruction (3).**

Intellectual and institutional background of the Civil War. The great compromises and the Kansas-Nebraska crisis; the Republican Party and the emergence of Lincoln. The Irrepressible Conflict and the aftermath of political and economic reconstruction. Prerequisites: Hs. 32a and 32b or consent of department chairman.

**142a, 142b. Diplomatic History of the United States (3 hours each course).**

Origins and development of American foreign policy from the Revolution to World War II. Independence, isolation, freedom of the seas; Monroe Doctrine; Asiatic interest; the Caribbean; the Open Door and Pacific policies; World War I and the peace; Latin America; isolation and neutrality; Pearl Harbor, and the United Nations. Prerequisites: Hs. 32a and 32b or consent of department chairman.

**143. The Age of Enterprise, 1877-1912 (3).**

The election of 1876; Industrialism and the Age of Moguls. The rise of organized labor and the Populist Revolt. Democratic reform; America as a growing power; the war with Spain; the road to world power. Prerequisites: Hs. 32a and 32b or consent of department chairman.

**144. The West in American History (3).**

A study of the rise of the West. Geographical factors of the westward movement; settlement of the trans-Appalachian and trans-Mississippi regions; frontier finance; transportation; society and culture; problems of governmental organization; state-making on the frontier. Prerequisites: Hs. 32a and 32b or consent of department chairman.

**145. History of Colorado (3).**

Survey of Colorado history. Indians, Spanish, French, and American explorations; fur traders and trappers; Pike's Peak gold rush; early mining methods and influence of mining; pioneer life; creation and organization of Colorado Territory; movement for statehood; settlement of eastern and western areas; conservation and reclamation; recent problems and tendencies.

**146. Intellectual History of the United States (3).**

An historical investigation of American

thought with particular reference to formal philosophical systems in their relationship to American ideology. Puritanism, Utopianism, Transcendentalism, Darwinism, Pragmatism, Relativism; Liberty and Equality, Slavery and Conscience, Tradition and Change, Innocence and the Shock of Recognition, Isolation and the Atlantic Community. Prerequisites: Hs. 32a and 32b or consent of department chairman.

**147. The United States and the Far East (3).**

A study of the impact of the West on Eastern Asia. China under Manchus; the opening of China; the foreign impact. The opening of Japan; Japan in transition. The contest for Korea; the Chinese Republic; Russia in the Far East; the Far East in World War II period.

**148. The United States, 1912 to the Present (3).**

The New Freedom; America as a world power and the Versailles aftermath. The return to "normalcy"; Herbert Hoover and the Great Depression. The New Deal; World War II and the ideological conflict to the present. Prerequisites: Hs. 32a and 32b or consent of department chairman.

**160. Medieval Civilization (3).**

A study of the Middle Ages with special reference to the characteristic medieval institutions, such as the Church, the Empire, Monasticism, and Feudalism. Also, the unity of Christendom, the Crusades, the revival of commerce, the growth of cities, the rise of the national monarchies.

**165. Renaissance Europe (3).**

A more detailed study of Europe as it passed through the period of transition from medieval to modern. The conditions, ecclesiastical and secular, which shed light on the religious upheaval of the sixteenth century.

**166. The Protestant Revolt (3).**

The causes of the disruption of the religious unity of Europe; Luther, Calvin, Henry VIII, and others and their revolt from Rome; the Church's renewal from within, effected chiefly by the reforming Popes and the Council of Trent with the help of new religious orders.

**168. 17th Century Europe (3).**

Europe's period of adjustment to the changes brought about by the Protestant Revolt. Special reference to the Thirty Years' War, the Peace of Westphalia, the ascendancy of France under Louis XIV, the emergence of Prussia and Russia, British and French expansion overseas.

**170. 18th Century Europe (3).**

The continuing struggle for Empire; the France of Louis XV; the impact of a growing Prussia; the development of benevolent despotism; the Enlightenment and its effect on religious and social life.

**172. The French Revolution and Napoleon (3).**

An inquiry into the causes of the French Revolution and the course of French history in the period of that great upheaval. Further, the work of Napoleon and his influence on French history from his accession to power to his downfall in 1815.

**174. 19th Century Europe (3).**

The Congress of Vienna and its settlement of problems raised by Napoleon. The attempt to keep Europe conservative; the growth of Liberalism; the Revolutions of 1848; the birth of Communism; the unification of Germany and Italy; the resurgence of Imperialism.

**181. Europe since 1914 (3).**

Designed to provide a better understanding of current problems. Study of the causes of World War I, the Treaty of Versailles, the efforts of the various European countries to adjust themselves to the changed circumstances brought on by the war.

**183. Tudor England (3).**

The history of England from the accession of Henry VII, marking the beginning of a new era, to the death of Elizabeth I. Emphasis on the political, economic, social, and religious developments which took place in the time of the Tudors.

**185. Stuart England (3).**

The history of England from 1603 to 1715 with special reference to the rise of Puritanism, commercial development, and the great struggle between King and Parliament for control of government. The ensuing Civil War, Commonwealth, and Revolution, all of which laid the foundation for modern Britain.

**186. Constitutional History of England (3).**

The origins of constitutional government in England from the Middle Ages to modern times; the medieval monarchy, Magna Carta; origins of parliamentary government; the constitutional crisis in the time of the Stuarts; the settlement of 1688 down to modern times.

**187. The History of Russia (3).**

The history of Russia from the coming of Rurik to the present, with a view to understanding Russia today. The Golden Horde; the age of Ivan the Terrible; Peter the Great and "Windows to the Baltic"; Russia as a European power; the French invasion; Russia in the 19th century; the Bolshevik Revolution; Stalinist Russia.

**190. Historical Problems (3).**

A course in historical research and bibliography.

## **RELATED AREA**

### **POLITICAL SCIENCE**

#### **Objective**

The courses in Political Science are designed to provide adequate orientation and training in the problems of citizenship for undergraduate students and to provide special background for those intending to specialize in social sciences or in professions, such as law, journalism and teaching. These courses are intended also as preparation for positions in civil service or in governmental work.

## Supporting Area Prerequisites

Po. Sci. 1, 2, or permission of division director.

### 1. Introduction to Government (3).

A general introduction to the nature of politics and government, including: natural law and the concept of power; the nature of the state and its role in society; the basic historical forms of government; the application of governmental power to the national and international scenes.

### 2. American Government (3).

A study of the constitutional and political systems of the United States. Constitutional origins; federalism and inter-level relations and trends; citizenship; civil rights; the instrumentalities of popular control; organization, functions, services, and administration of the national government.

### 100. International Relations (3).

An opportunity for the student to familiarize himself with the forces that are at work in world politics. A study of the background and operation of the institutions which are trying to preserve the peace of the world.

### 105. Current Problems in International Relations (3).

Continuing analysis of the relations between nations in the context of current events. The role of the United Nations in the efforts to maintain peace in the world.

### 110. Parties and Elections (3).

A study of the electorate and public opinion with special emphasis on suffrage and pressure groups; nature, history, and organization of political parties; nomination procedures and conventions; elections, campaign methods and finance; corrupt practices.

### 120. Governments of Western Europe (3).

Governments and politics in present-day Great Britain, France, and West Germany. Emphasis on modern developments within these countries in light of their 20th century experiences.

### 130. Legislative Process (3).

Structure and functions of Congress and the state legislatures as legislative systems, legislative procedure, participants in the legislative process, party organization, pres-

sure groups and lobbying. Special attention will be given to such problems as committee activity, reorganization, and the influence of the executive. Prerequisites: Po. Sci. 1 and 2 or permission of the department chairman.

### 140. State and Local Government (3).

A more detailed look into the structure of and a study of the functions of state and local governments. A study of the cities and the problems facing citizens in local areas.

### 145. American Political Thought (3).

An analysis of political philosophy in America as reflected in pertinent writings and movements throughout our history, basic concepts or representation, civil rights, equality, political leadership, constitutions and constitutionalism. Attention will be given to ideas of dissent as well as to the prevalent concepts in various eras. Prerequisites: Po. Sci. 1 and 2 or permission of the department chairman.

### 150. Current Political Problems (3).

Current political problems in government and political affairs. Attention will be given to problems of finance, welfare, leadership, national security, the relationships between government and business, government and labor, the formation of public policy, and others. Prerequisites: Po. Sci. 1 and 2 or permission of the department chairman.

### 155. Government of Cities (3).

The relationships of cities to state and national governments; historical backgrounds; the structure, theory and function of modern municipalities. Attention will be given to municipal administration, administrative organization, personnel problems, financial problems, city planning, urban renewal, and reorganizations of municipalities. Prerequisites: Po. Sci. 1 and 2 or permission of the department chairman.

### 190. Directed Reading in Political Science (1-3).

Directed study and research in the literature of the several fields of political science: (a) American government and politics; (b) public administration; (c) public law; (d) international relations; (e) political thought. Prerequisite: consent of the instructor.

## PSYCHOLOGY

Harry E. Hoewischer, S.J., *Acting Department Chairman*

### Objective of the Department

The courses in psychology aim to give the student a knowledge of the scientific principles of human behavior. The sources, motives, and theoretical explanations of both normal and abnormal behavior are studied by the scientific method.

### Supporting Area Prerequisites

Ps. 50, and Mt. 70 (Ps. 50 required for all upper division courses).

#### 50. General Psychology (3).

A general introduction to the science of human behavior. Emphasis is placed on the basic psychological processes of perception, learning, and motivation as they relate to personality, individual differences, social behavior, and the behavior disorders.

#### 70. Mental Hygiene (3).

A general orientation to the subject of mental hygiene, its historical development and its scope; a study of the problems of human adjustment with emphasis on causation and prevention of common maladjustments.

#### 110. Child Psychology (3).

A survey of the development of normal children from birth to adolescence, maturation and training, learning. Intellectual, moral, emotional, and social development.

#### 115. Psychology of Adolescence (3).

A study of adolescent development and maturation. The influence of family and culture on personality and on the social, emotional, and intellectual development. Emphasis placed on problems of the adolescent's adjustment to his personal and social environment.

#### 120. Group Psychology (3).

Effects on individuals of membership and participation in small groups. Interaction of group structure; leadership and follower roles. Conflict and cooperation within and between groups. Same as Soc. 120.

#### 122. Psychology of Learning (3).

A study of the psychological principles of learning. A survey of important learning theories.

#### 125. Social Psychology (3).

An examination of selected problem areas in social psychology including social factors in cognition, social interaction, conformity and social influence, and attitude development and change. Same as Soc. 125.

#### 130. Introduction to the Psychology of Personality (3).

Review and evaluation of current theories of personality, survey of elements in personality development, structure, and dynamics.

#### 134a, 134b. Abnormal Psychology (3 hours per course).

Nature of abnormal behavior, origins in personality development, characteristic symptom patterns, some consideration of therapies and theories of prevention.

#### 136. Introduction to Clinical Psychology (3).

Types of problems in clinical psychology, diagnostic instruments, individual and group therapeutic theories, methods and techniques.

#### 140. Development of Modern Psychology (3).

Historical survey of the systems of psychology and consideration of the important contributions of these systems to present day psychology.

#### 142. Differential Psychology (3).

A survey of the origin, nature, and significance of individual and group differences.

#### 144. Applied Psychology (3).

The study of psychological principles and techniques of measurement as they are used in solving problems in individual adjustment, vocational selection, business, and industry.

**146. Psychology of Industrial Relations (3).**

A course in applied psychology. The science of human beings developed by an analysis of the mental reactions of employer and employee in the field of business and industrial relations. Problems of personnel managers.

**190. Seminar in Current Problems in Psychology (3).**

For senior students. Seminar in psychological topics, including both factual data and theoretical concepts: perception, learning, motivation, and personality.

## **SOCIOLOGY**

Thomas J. Casey, S.J., *Department Chairman*

### **Objective of the Department**

The objective of the Department of Sociology is to provide instruction in the analysis and comprehension of society and its problems.

Sociology bears within itself its own liberal humanistic justification inasmuch as it studies man as a social being. It likewise has practical societal value in that it gives us a clearer comprehension of human relationships and of the forces at work in the social process, thus enabling us to direct our efforts more effectively for the improvement of the social order. It also has certain applications in such fields as social service, law, crime prevention, counseling, personnel work, and public administration.

### **Concentration Prerequisites**

Soc. 2 and 3; Mt. 11 and 70.

### **Supporting Area Prerequisites**

Soc. 2 and 3.

### **The Field of Concentration**

The field of concentration consists of 18 credit hours of upper division work, including Soc. 100, 111, and 122. The supporting area of 12 hours may be taken in any other area or areas approved by the concentration adviser.

#### **2. Principles of Sociology (3).**

A general introduction to the science of sociology through a consideration of the basic concepts of sociology and sociological analysis. The study of the structure and dynamics of society.

#### **3. Modern Social Problems (3).**

A general survey of the problems area, including a discussion of the etiology of the social problem, effects on the social institu-

tions and the social processes, and possible preventatives, palliatives, and solutions.

#### **100. A System of Sociology (3).**

A study of the social nature of man with a view to determining what social structures and institutions he needs to develop his human nature satisfactorily.

#### **109. Juvenile Delinquency (3).**

The study of delinquency causation and the prevention and rehabilitation programs of private and public agencies.



**110. Criminology (3).**

The definition of crime and criminal. The study of the individual and social causes and effects of crime, including: theories of crime causation; apprehension and the judicial process; prevention, rehabilitation, and punishment of crime.

**111. History of Social and Sociological Thought (3).**

A review of the history of social and sociological thought. Emphasis on outstanding social thinkers and their influence on contemporary schools. Influence of various social theories on social organizations.

**115. Current Socio-Economic Problems (3).**

A study of both general and special problems of our times in their social, cultural, and economic setting.

**120. Group Psychology (3).**

Same as Ps. 120.

**122. Methods in Social Research (3).**

An inquiry into the tools of the social sciences. The study and interpretation of group behavior through case studies, questionnaires, and surveys. Application of these techniques in research projects.

**123. Population Analysis (3).**

Theory and dynamics of population growth; population pressure; migration; composition and differential fertility; analysis of theories of optimum population; economic and social aspects of our population.

**125. Social Psychology (3).**

Same as Ps. 125.

**127. Social Stratification (3).**

The fundamental systems of social ranking, with emphasis on the American class structure. Prestige, occupation, possessions, interaction class consciousness and value orientations as determinants of social class composition. Examination of the theories and/or research of Marx, Weber, Lynd, Warner, Hollingshead, and Mills.

**130. Minority Groups (3).**

Cultural and ethnic minorities in the United States; the factors influencing their relationships with the dominant group; the problems of the minorities.

**155. Catholic Social Principles (3).**

An explanation of Catholic social principles in the light of American economic life. The rights and duties of Capital, Labor, the State, the Church, in the contemporary circumstances of the American social environment.

**161. Urban Sociology (3).**

A survey of the metropolitan masses in terms of their natures, chief characteristics, dynamics, mutual interaction, and formative influence upon individuals and groups.

**163. American Society (3).**

A critical analysis, in light of man's social nature and needs, of the principal social institutions in American society and the cultural values which they implement and reflect.

**172. The Field of Social Work (3).**

A pre-professional introductory course on the origin, development, and present extent of professional social services. Human needs with which the profession is concerned; the voluntary and tax-supported services for meeting these needs; program description, principles of operation, legal foundations, finance.

**176. Correctional Sociology (3).**

A consideration of the field of correction, past and present. Changing correctional philosophy and practice in probation, parole, and the institutional field, both adult and juvenile.

**182. The Family (3).**

A study of the sociological implications of the difference in the sexes. The characteristic physical, emotional, intellectual, and religious qualities of the sexes; the divergent theories of causation of these differences; their significance in social relations.

**185. Practicum giving one additional credit hour may be taken in connection with Soc. 109, 110, 115, 127, 172, and 176.**

This Practicum consists of at least one hour per week of field work under the supervision of various approved social welfare agencies.



## DIVISION OF PHILOSOPHY AND THEOLOGY

Francis J. Malecek, S.J., *Director. Professor Emeritus:* Bishop Sullivan.  
*Professor:* Fr. Klocker. *Associate Professors:* Fr. Bonnet, Fr. Maginnis,  
Fr. Moriarty. *Instructors:* Fr. Rauch, Mr. Waters, S.J.

### **Objectives of the Division**

The Division of Philosophy and Theology has for its objective the imparting of a rationally coherent explanation of being, man, human knowledge, and God in terms of the Aristotelian — Thomistic synthesis. A further study of Christian revelation from the viewpoint of scientific theology provides a continued intellectual formation in the religious development of the student. The Division aims ultimately at the development of true Christian wisdom.

## PHILOSOPHY

Harry R. Klocker, S.J., *Department Chairman*

### **Objective of the Department**

Philosophy is a science which begins with experience and strives to explain reality in terms of its intrinsic and extrinsic causes. The courses in philosophy develop the habit of speculative and practical thought and lead the student to a fuller understanding of being, man, and God. The final aim is to provide the intellectual basis for a true Christian wisdom.

### **Concentration Prerequisites**

Pl. 55 and 65.

### **Supporting Area Prerequisites**

Pl. 55 and 65.

### **The Field of Concentration**

The field of concentration in Philosophy consists of at least 18 hours of upper division credit, including Pl. 125, 155, and 180. The supporting area of 12 hours may be taken in any other area or areas approved by the concentration adviser.

#### **55. Introduction to Logic and Metaphysics (3).**

After a survey of the fundamental principles of logic the course investigates the possibility of metaphysics and the nature of metaphysical evidence. This is followed by a consideration of being *as being* and an inquiry into the metaphysical structure of limited being. The inadequacy of the limited

and the finite is studied in so far as it points beyond itself to an ultimate ground of being.

#### **65. Philosophy of Man (3).**

Man is studied as he is found in experience: the being who can sense, know, and love and reflect on the reality of which he is a part. There is an emphasis on man's individual personality and freedom and his need to live in a free society.

**125. Ethics (3).**

The course investigates free human activity from the viewpoint of moral right and wrong. It considers the source of such activity and the need for a standard of judgment. This standard of judgment is then applied to problems both on the individual level and the level of domestic, civil, and international society. Prerequisites: Pl. 55, 65.

**127. Ethical Problems of Today (3).**

A study of the sources of ethical relativism, ethical rationalism, and transcendental ethical systems. There is an analysis of modern problems in student seminars. Prerequisite: Pl. 125.

**140. Epistemology (3).**

This is an investigation of human knowledge in terms of its metaphysical reality. Knowing includes both subject and object. There is a consideration of the properties of knowledge: objectivity, certitude, and truth. Finally the causes of knowledge are studied along with the relationship of knowledge to being. Prerequisites: Pl. 55 and 65.

**151. Philosophy of Nature (3).**

The course considers the nature of corporeal being. It studies the reasons for change, the intrinsic composition of being which makes change possible, the nature of quantity, space and time. Finality in nature is also investigated. Prerequisite: Pl. 55.

**152. Texts of St. Thomas (3).**

A special study of select texts from the *Summa Theologica*, *The Contra Gentes*, and the *De Veritate* of St. Thomas Aquinas in the Philosophy of Man, Natural Theology, and Ethics. This course may be used for credit in Theology if approved by the chairman of that department. Prerequisites: Pl. 55 and 65.

**155. Philosophy of God (3).**

The course considers the possibility of proving the existence of God together with the possibility of a meaningful language

about God. Modern and contemporary attitudes toward God are also discussed. Prerequisites: Pl. 55 and 65.

**162. History of Ancient Philosophy (3).**

This is a survey of Greek philosophical thought from Thales through Socrates, Plato, Aristotle, and Plotinus. Representative readings are required. Discussions are carried on in student seminars. Prerequisites: Pl. 55 and 65.

**163. History of Modern Philosophy (3).**

The course is an explanation of the philosophical thought of Descartes, Locke, Hume, Kant, Spinoza, Leibniz, Hegel and their influence on contemporary philosophical positions. Readings and critical estimates are included. Prerequisites: Pl. 55 and 65.

**164. History of Medieval Philosophy (3).**

This is an examination of philosophical thought from St. Augustine to the end of the middle ages. There are seminar discussions based on selected readings of sources. Prerequisites: Pl. 55 and 65.

**172. Introduction to Symbolic Logic (3).**

A study of the development of symbolic logic with reference to its sources in Aristotle and William of Ockham. Prerequisites: Pl. 55 and 65.

**180. Trends in Modern Thought (3).**

The course is a critical survey of such contemporary systems of thought as Empiricism, Idealism, Naturalism, Pragmatism, Dialectical Materialism, Analytic Philosophy, and Existentialism. Required of all seniors. Prerequisites: Pl. 55, 65.

**190. Readings in Contemporary Philosophy (3).**

The course is meant to be a serious study of the writings of one or more contemporary American or European philosophers with special emphasis on new developments and relationships to other disciplines. Prerequisites: Pl. 55, 65.

## THEOLOGY

Edward L. Maginnis, S.J., *Department Chairman*

### Objective of the Department

The purpose of the Department of Theology is to introduce the college student to the truths of the Catholic Faith, considered as principles of the

science of theology, and to acquaint him with the methods by which scientific religious knowledge of a specifically theological character is attained. It is hoped thus to enable him to match his intellectual formation in religious matters with his general cultural development and to provide him with a firm foundation for the apostolic endeavors which are an integral part of a mature Catholic life.

### **Supporting Area Prerequisite**

#### **Th. 50.**

##### **50. Theological Sources and Methods (3)**

In this course in positive theology, questions are selected from the whole range of theology and studied in the sources of Divine Revelation and in their historic-dogmatic development. They are chosen with consideration for the background and capacity of the student and their pertinence to his cultural and religious formations, rather than with a view to exposing him to the conclusions of systematic theology. This course, regularly offered in the second semester, is required of all Catholic freshmen.

##### **101. Problems in Dogmatic Theology (3).**

Methods of theological thought exercised in Th. 50 and insights and discipline acquired in Pl. 55 and 65 are fused in a study of questions taken from those areas of dogmatic theology which the background of the student will enable him to investigate in a speculative way. This course is intended to further the student's acquaintance with the discipline of scientific theology. This course, regularly offered in the first semester, is required of all Catholic juniors. Prerequisites: Pl. 55 and 65.

##### **123. Theology of the Redemption (3).**

Questions from the theology of the Incarnation, grace, and the sacraments are studied in relation to the theme of the Mystery of the Redemption, with emphasis on their immediate personal and social relevance.

##### **140. Moral Principles and Problems (3).**

Attention will be given chiefly to the principles which integrate moral theology with the common sources of all theology. Practical problems will be selected as illustrations of the application of these principles.

##### **150. The Mass of the Roman Rite (3).**

The Western liturgy is studied in its his-

torical development, showing how: the Eucharistic Liturgy illustrates the sacrificial and sacramental character of the Mass; the Liturgy of the Word its Hebraic roots and the shifting emphasis of Western asceticism. It is contrasted with examples of the Oriental liturgies, and its study is complemented with illustrations of Western liturgical art and music.

##### **152. Texts of St. Thomas (3).**

See description of Pl. 152.

##### **155. God in Revelation (3).**

Questions treated include the existence and nature of God as revealed, the mystery of the Blessed Trinity, and man's knowledge of God, providence, and predestination consequent upon Divine Revelation. Prerequisite: Pl. 155, or equivalent.

##### **170. The Thought of Cardinal Newman (3).**

This course investigates the philosophy of Newman as found chiefly in his *The Idea of a University* and the *Grammar of Assent*, and his theological and religious thought as contained chiefly in his *Apologia Pro Vita Sua* and the *Essay on the Development of Christian Doctrine*. It is taught jointly by the departments of philosophy and theology, and may be used for credit in philosophy with the permission of the chairman of that department. Limited registration.

##### **180. Introduction to the Systematic Study of Sacred Scripture (3).**

Sacred Scripture is here approached as the object of scientific inquiry in its own right, rather than with reference to the larger implications it has for the study of theology. Emphasis is placed on major themes in sacred literature.

**185. Special Problems in Scripture (3).**

Selected writings are intensively studied, with a view to presenting the student with a comprehensive survey of the cultural and scientific dimensions of higher studies in scripture. Limited registration.

**190. Contemporary Theological Literature (3).**

The study of selected writings of modern and contemporary theologians is undertaken to acquaint the student with the vitality of theological speculation under the guidance of a living magisterium. Prerequisites: Pl. 55, 65, 155; Th. 101.

**192. Current Theological Problems (3).**

The work of contemporary theologians is studied with a view to alerting the student to issues of the day which have serious theological relevance. Prerequisites: Pl. 55, 65; Th. 101.

**195. Seminar in Theological Literature (3).**

Prerequisites: Pl. 55, 65; Th. 101, 190.

**196. Seminar in Contemporary Theological Problems (3).**

Prerequisites: Pl. 55, 65; Th. 101, 192.



## DEGREES CONFERRED DECEMBER 30, 1964

### BACHELOR OF ARTS

Robert E. Lepage  
Richard Michael Marston  
Peter Carroll Noonan

William Joseph Struck  
Vance Victor Vogt

### BACHELOR OF SCIENCE

F. Michael Bannon  
Richard P. Buchmiller, *cum laude*  
Michael Phillip Dixon  
James Shelton Doyle, III  
Mark V. Earley  
Frank Walker Fitzpatrick  
Michael James Geile  
Bernard J. Harbick  
Kenneth N. Jones

Joseph Robert Murphey  
Paul Joseph Nangle  
Stephen John Petosa  
Ralph James Redfern  
Gary A. Shoemaker  
John Alexander Witzen  
William Patrick Wollenhaupt  
William R. Walters

## DEGREES CONFERRED MAY 24, 1965

### CLASSICAL BACHELOR OF ARTS WITH LATIN

Lynn J. Albi  
Michael L. Connelly, *magna cum laude*  
Larry W. Deuschle

Thomas G. Elliott  
John E. Hart, Jr.  
Walter L. Kautzky, *magna cum laude*

### BACHELOR OF ARTS

James H. Berberick  
Emil R. Blasi, *magna cum laude*  
Rudolf S. Bradac  
George Bruno  
William P. Buckley  
Mario T. Canziani, Jr.  
William H. Cichoski, *cum laude*  
O. J. Connell, III  
Frederick M. Copeland

Laurence A. DeCredico  
Francis L. Donovan  
James F. Dumas, Jr., *cum laude*  
Mary F. Dunn, *cum laude*  
Joseph M. Earley  
Joseph R. Esquibel, *cum laude*  
Thomas J. Fay  
Mark F. Fitzpatrick  
Stephen J. Foehr

## BACHELOR OF ARTS (Continued)

Garitt S. Griebel, *cum laude*

Robert C. Hall

Roger L. Harris

John J. Hesse

Gerry L. Kaveny, *cum laude*

Karl J. Keffler, *cum laude*

Andrew M. Kelley

Lawrence J. Klein

Charles F. Leonard, *cum laude*

James E. Loehr

Robert E. McErlean

Robert L. McHugh, *cum laude*

George R. McLaughlin

Michael T. McMahon

John G. McWilliams

Roger S. Maggio

Richard A. Olaniyan, *magna cum laude*

James J. Pallasch

Gilbert L. Romero

Sr. M. Veronica Rotherham

William E. Rottino

David A. Schmit

Charles L. Schmitt

Richard S. Schoenherr

Dennis E. Shay, *cum laude*

Pierre C. Starkey

Leo F. Tierney

Eleanor A. G. Tixier

John D. Vescovo

James B. Wanebo

Timothy J. Willard

Bernard P. Williams

Mary E. Wollenhaupt, *cum laude*

## BACHELOR OF SCIENCE IN CHEMISTRY

Patrick T. Delsman

George H. Kuhls

Thomas J. Luttenegger

William J. Mahoney

James P. Murtagh

Stephen E. Valente

John F. Zaletel

Jerome M. Zummach

## BACHELOR OF SCIENCE

Edwin W. Atwater, *cum laude*

Dennis M. Baumgartner

Larry R. Beardsley, *cum laude*

Robert C. Binzel

Robert Cersovsky

Patrick J. Chandler

Fred P. Clarke

Ferdinand D. Clervi, *cum laude*

John L. Coyne

Michael D. Crawford

Bernard A. Cremer

Hanley Dawson, III

John P. DeBella, Jr.

Ronald P. DeLongchamp

Larry O. Didcoet

Edward J. Essay, *magna cum laude*

Thomas K. Figge

Eric J. Hauber

John E. Hoeffel

Robert L. Hogan, *cum laude*

James W. Holthaus

Ronald B. Jeske

Michael L. Johnson

Wade P. Kelleher, Jr.

Gerald F. Kerr

Charles B. Kurth

Lyle W. McVay, Jr.

Jerome R. Martinez

John J. Mayer

Donald E. Mergen



## BACHELOR OF SCIENCE (Continued)

William J. Meurer, *cum laude*  
Darrell S. Mudd  
John J. Murray  
Robert A. Nelson, II  
Thomas M. O'Dorisio, *cum laude*  
Donald J. Parker  
Jon P. Rapp  
Mahir N. Rashid  
Michael J. Reizer

Guy A. Simon  
Stephen J. Skulavik  
James M. Thompson  
Patrick D. Vinton  
David J. Wallner  
John S. Wallner  
Jerome R. Whitaker  
Marco D. Zarlengo

## DEGREES CONFERRED AUGUST 6, 1965

### BACHELOR OF ARTS

Sr. Maryclare Arbuthnot, *magna cum laude*  
Sr. Mary Helen Borszich, *cum laude*  
Emmett Connor Brennan  
Sr. Annemarie Brewer  
Donald David Bruno  
Joseph C. E. Escobedo  
Gerald R. Giardino

Sr. Mary Mark Hoffmann  
Thomas F. Kazda  
William John Novascone  
George R. Richter, Jr., *cum laude*  
Dudley Howard Schwade, *cum laude*  
Thomas C. Wachter  
Sr. Mary James Williams

### BACHELOR OF SCIENCE

Robert C. Anderson  
Larry A. Chavez  
Benjamin Franklin Davis, III  
Gordon Sands Falk

Niel Mark Fishback  
Roger Leland Pomainville, *cum laude*  
Sr. Mary Antonia Talle, *summa cum laude*  
Jon Alan Weidmaier

### BACHELOR OF SCIENCE IN CHEMISTRY

Bernard Broderick Haas

## SUMMARY OF ENROLLMENT

ACADEMIC YEAR 1965-66

### DAY

Freshmen .....	280
Sophomore .....	224
Junior .....	154
Senior .....	144
Special .....	25
Sisters .....	30
TOTAL DAY .....	827

### EVENING

Men .....	159
Women .....	70
TOTAL EVENING .....	229

### SUMMER 1965

Men .....	167
Women .....	108
TOTAL SUMMER 1965 .....	275
GRAND TOTAL ENROLLMENT (excluding duplicates) .....	1,331

## GEOGRAPHICAL DISTRIBUTION

### ACADEMIC YEAR 1965-66

Denver and Suburbs .....	218
Colorado (excluding Denver) .....	169
Alaska .....	2
Arizona .....	4
Arkansas .....	4
California .....	18
Connecticut .....	5
Florida .....	2
Georgia .....	1
Idaho .....	1
Illinois .....	107
Indiana .....	4
Iowa .....	19
Kansas .....	35
Kentucky .....	1
Louisiana .....	1
Maryland .....	1
Massachusetts .....	5
Michigan .....	12
Minnesota .....	14
Mississippi .....	2
Missouri .....	55
Montana .....	4
Nebraska .....	43
New Jersey .....	3
New Mexico .....	8
New York .....	14
North Dakota .....	3
Oklahoma .....	4
Ohio .....	5

# GEOGRAPHICAL DISTRIBUTION (Continued)

Pennsylvania .....	3
South Dakota .....	2
Tennessee .....	1
Texas .....	4
Utah .....	2
Washington .....	1
Wisconsin .....	34
Wyoming .....	7
Cuba .....	1
Guatemala .....	1
Iran .....	1
Ireland .....	1
Jordan .....	1
Mexico .....	1
Nigeria .....	2
Switzerland .....	1
Syria .....	1
TOTAL DAY .....	827

## *Historical Highlights*

- 1877 — The college, then known as College of the Sacred Heart, was first established in Las Vegas, New Mexico.
- 1884 — The college moved to Morrison, Colorado.
- 1887 — The college was incorporated at its present location in July. Ground was broken for Main Hall on September 13.
- 1888 — Classes began with 75 students on September 10.
- 1889 — The college was empowered to confer university and college degrees by an act of the State Legislature of Colorado on April 1.
- 1890 — Ten degrees were awarded.
- 1911 — Gymnasium completed behind Main Hall.
- 1921 — On April 19, the Articles of Incorporation were amended, changing the name of the college to Regis College.
- 1922 — Regis purchased an additional 40 acres of land, extending the campus to its present boundaries of Federal and Lowell boulevards on the east and west, West 50th and West 52nd avenues on the north and south, a total of ninety acres.
- 1923 — Addition to Main Hall completed.
- 1923 — Carroll Hall, a men's residence hall, was constructed.
- 1944 — Dramatic effect of World War II on enrollment was shown by the fact Regis graduated three students.
- 1945 — Coeducational Evening Classes established.
- 1949 — Student Chapel completed.
- 1951 — Loyola Hall, containing classrooms, offices and library, completed.
- 1952 — Regis accredited by North Central Association as a four-year degree granting college.
- 1957 — First graduating class of more than 100 students.
- 1957 — O'Connell Hall, student residence for 214 underclassmen, completed.  
Student Center, containing dining hall, snack bar, student game room and lounge, and private dining room and lounge, completed.
- 1957 — Renovation of other major campus buildings, extensive renovation of campus facilities, re-landscaping.
- 1960 — Regis College Fieldhouse completed.
- 1963 — The Center substantially enlarged.
- 1964 — DeSmet Hall, student residence, completed.
- 1966 — Library and Science buildings completed.

# *Jesuit Colleges and Universities*

Alabama .....	<i>Spring Hill College, Mobile</i>
California .....	<i>Loyola University, Los Angeles</i> <i>University of San Francisco, San Francisco</i> <i>University of Santa Clara, Santa Clara</i>
Colorado .....	<i>Regis College, Denver</i>
Connecticut .....	<i>Fairfield University, Fairfield</i>
District of Columbia .....	<i>Georgetown University, Washington</i>
Illinois .....	<i>Loyola University, Chicago</i>
Louisiana .....	<i>Loyola University, New Orleans</i>
Maryland .....	<i>Loyola College, Baltimore</i>
Massachusetts .....	<i>Boston College, Boston</i> <i>Holy Cross College, Worcester</i>
Michigan .....	<i>University of Detroit, Detroit</i>
Missouri .....	<i>Rockhurst College, Kansas City</i> <i>Saint Louis University, St. Louis</i>
Nebraska .....	<i>The Creighton University, Omaha</i>
New Jersey .....	<i>St. Peter's College, Jersey City</i>
New York .....	<i>Canisius College, Buffalo</i> <i>Fordham University, New York City</i> <i>Le Moyne College, Syracuse</i>
Ohio .....	<i>John Carroll University, Cleveland</i> <i>The Xavier University, Cincinnati</i>
Pennsylvania .....	<i>St. Joseph's College, Philadelphia</i> <i>University of Scranton, Scranton</i>
Washington .....	<i>Gonzaga University, Spokane</i> <i>Seattle University, Seattle</i>
West Virginia .....	<i>Wheeling College, Wheeling</i>
Wisconsin .....	<i>Marquette University, Milwaukee</i>

(Seminaries and High Schools are not included in this list.)



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